

UNIVERSITY GRANTS COMMISSION

**REPORT FOR THE YEAR
1977-78**

**Presented to the Government of India in compliance with Section 18 of
the UGC Act, 1956
NEW DELHI**

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UNIVERSITY GRANTS COMMISSION

ANNUAL REPORT

April 1977— March 1978

In compliance with Section 18 of the UGC Act, 1956 (No. 3 of 1956)* we have the honour to present to the Central Government the Annual Report of the University Grants Commission for the year 1977-78 to be laid before the Houses of Parliament.

Introduction

The UGC report for the year 1977-78, which is also the last year of the Fifth Plan is a convenient point for reviewing the state of higher education during the Fifth Plan period and underlining some of the emerging trends and problems.

1. Student Unrest

During the year, there was a great upsurge amongst the students and faculty members in the universities and colleges and a strong desire for making changes in the educational system. In order to utilise the enthusiasm of students for constructive purposes in programmes of rural development, community service, adult education with special emphasis on adult literacy, extension services etc., guidelines were prepared by the UGC. However, these activities have been slow in developing. Meanwhile, agitations leading to loss of life and property on occasions have affected a number of universities, and led to disruption of studies. No precise figures are available regarding the number of working days lost in the universities and colleges as a result of these agitations. The matter however, has caused serious concern. It was raised in the two Regional Conferences of Vice-Chancellors held at New Delhi on 30th-31st May and 3rd-4th July, 1978, which were addressed by the Union Minister of Education Dr. P.C. Chunder. Earlier the matter was discussed by the Association of Indian Universities with the Union Minister of Education and was also considered by a joint meeting of the Association of Indian Universities and the UGC.

The academic schedule was also disturbed by repeated postponement of examinations in many universities due to student demands. Complaints of mass copying by students in some universities appeared in the newspapers. Although remedial action has been sought to be taken by a number of State Governments, the matter is serious enough to merit

* The University Grants Commission Act 1956 (Act No. 3 of 1956) (as amended upto the 17th June, 1972).

careful consideration by the Central Government, in conjunction with the State Government and the UGC. Unless the credibility of the examination system can be restored the task of determination and co-ordination of standards which is the statutory responsibility of the UGC can hardly be implemented in a meaningful manner.

2. Policy Frame for Higher Education

With a view to implementing the national goal of making education an instrument of social change, the UGC prepared a document "*Development of Higher Education in India—A Policy Frame*" with a time span of 10 to 15 years. It also prepared an approach paper on development in higher education for the Plan period 1978-83, which was approved in the Regional Conferences of Vice-Chancellors (see Appendix XXIII). The essential features of these two documents have been set out in Section II. The document "*Development of Higher Education in India—A Policy Frame*" was discussed at Rajkot at a meeting of the Association of Indian Universities and was broadly endorsed. Following it the Commission set-up five working groups to work out details of specific aspects of the policy frame viz.,

- (i) Extension including optimal use of Vacations.
- (ii) Criteria for Evaluation of Colleges.
- (iii) Regulation of Admissions and Facilities for Weaker Sections of Society.
- (iv) Introduction of Regional Languages as media of Instruction.
- (v) Role and Responsibility of Teachers.

The reports of the first three groups have been completed and approved by the Commission and necessary guidelines communicated to the universities. The work of the other two groups is expected to be completed within the academic year 1978-79.

3. State of Higher Education during 1974-78 and Trends

The emphasis of the Commission during the plan period 1974-78 remained on consolidation and raising of standards with a minimum expansion of the system except where absolutely necessary in the interest of backward sections, especially the tribals. The growth rate of enrolment of students in higher education during the plan period was at an average rate of 3.5% per year, as compared to the growth rate of 5.6% during the Fourth Plan period and 10 to 12% in the earlier period. The decline in the rate of student enrolment may be considered a step

in the direction of consolidation. The growth rate could have been even lower if greater care in regulating student admission had been exercised by some of the states where enrolment in higher education is already high. In some of these states the growth rate was $1\frac{1}{2}$ to 2 times the national average. As far as the expansion of arts, science and commerce colleges is concerned, during the Fourth Plan period (1969-74), the number of such colleges had increased by 765 or by 191 per year. During the period 1974-78, the number of such newly established colleges was 128 or 43 per year. This, again, must be considered a desirable trend since it would enable scarce resources to be used for raising of standards in existing institutions. The establishment of correspondence courses in at least one university per state (22 universities have started such courses) and providing facilities to students for appearing privately (71 universities are providing this), and other steps adopted by the Commission have helped to bring about this decline in the establishment of new colleges. Again some states have permitted the establishment of a large number of new undergraduate—arts, science, commerce colleges. Some states have also raised large numbers of undergraduate—colleges to postgraduate status during the period (see Section I and Appendix XI). In this connection, the steps taken by some states to concentrate postgraduate education in universities are to be welcomed.

During the year 1977-78, some disturbing trends made their appearance. The average growth rate went up to 5.5%. It may be noted that while there was a negative growth rate during the year in some states (West Bengal, Orissa, Jammu & Kashmir and Punjab) the growth rate varied between 22 to 10% in Rajasthan, Meghalaya, Nagaland, Madhya Pradesh, Himachal Pradesh, Assam, Manipur, Bihar and Karnataka. While only 23 new arts, science and commerce Colleges were started during the year, three states (Rajasthan, Karnataka, and Andhra) between themselves added 26 such colleges while there was a decline in some others (see Appendix X). Similarly in the field of postgraduate education (arts, science and commerce) three states (Rajasthan, Maharashtra, and Uttar Pradesh) added 34 new postgraduate colleges (see Appendix XI).

It is apparent that steps will have to be taken by the state governments concerned to reverse this trend. In this connection the suggestion made by the Commission for a moratorium on the setting up of new undergraduate and postgraduate colleges for the next five years in areas other than tribal areas needs serious consideration by the government. It is hoped that the Union Ministry of Education in conjunction with the

UGC, will take up the matter with the state governments and that in order to provide for a continuous process of interaction between the state governments the Union Ministry of Education and the UGC, take steps to set up educational planning cells in their states. It would also be necessary to ensure that plan funds provided to the state governments are utilised for consolidation and not for expansion.

4. Determination and Co-ordination of Standards

The University Grants Commission has taken several important measures for the maintenance and co-ordination of standards of teaching, research and examinations. These include revision of pay scales of teachers and their qualifications, financial assistance for the development of universities and colleges, faculty improvement programmes and provision of essential students amenities.

(a) Revision of Pay Scales

Revision of pay scales of teachers on the basis of the Sen Committee Report formed an important part of the Commission's programme to induct more qualified teachers into the teaching profession. By the end of the plan period 1974-78, new pay scales as recommended by the UGC and approved by the Government of India were instituted or agreed to "in principle" in all the states except Jammu and Kashmir and Kerala. Simultaneously, the UGC prescribed higher qualifications for appointment of teachers in the subjects in arts, science and commerce in universities and colleges (see Section III). The new qualifications for lecturers prescribed by the Commission have been accepted by all the Central Universities (except Delhi University) and in most of the State Universities where the new pay scales proposed by the UGC have been introduced. The Commission in accordance with its statutory responsibility to prescribe qualifications for teachers has also suggested revised qualifications for Readers and Professors in the universities which have been communicated to the universities for their comments.

The Commission also recommended revised pay scales for Librarians and Directors of Physical Education .

Facilities and number of Ph.D. degrees awarded in universities in various disciplines (see Appendix XIV) indicate that there is no difficulty for universities in meeting the UGC requirement making Ph.D. one of the essential conditions for the appointment of Lecturers.

(b) Faculty Improvement Programmes—Teacher Fellowship Scheme

In order to raise the standards of existing teachers in the colleges and universities, the UGC launched a major programme of Faculty Improvement, details of which have been set out in Section IV. A significant new programme is the award of teacher fellowships to provide an opportunity to college teachers for working either for M.Phil. or for Ph.D. The teacher selected under this award is entitled to his full salary for a period of one to three years. In addition to his salary and normal increments, the awardee is entitled to a living expenditure of Rs. 250 p.m. in case his centre for research is away from his normal place of duty. While the salary of the teacher is to be paid by his parent institution, the UGC provides the living expenses and also the salary of a substitute in case one is appointed by the college. The teacher is also entitled to a *contingent grant* of Rs. 1,500 per annum. During the period 1,000 teachers were selected by the UGC under the scheme. In addition, 338 university departments and other institutions such as IITs, National Laboratories etc., were provided 5 to 10 teacher fellowships each. In order that the process of selection is decentralised, colleges which are given faculty improvement grants by the UGC on a 100% basis, are now selecting teachers themselves under the scheme, with the concurrence of the Commission. So far about 5,000 teachers in all have been covered under the scheme. Thus, the scheme has enabled many college teachers to improve their qualifications, engage in research activities and be better teachers.

(c) Career Awards to Young Scientists

The Commission has under the scheme of faculty improvement instituted Career Awards to Young Scientists. The purpose of the scheme is to identify young talented scientists and to give them sufficient facilities for their research work. Ordinarily, career awards will be offered for a period of three years to lecturers or readers, who are not more than 35 years old. The Commission will pay the awardee his full salary and allowances. In addition, the Commission will provide each awardee a research grant and 2-3 research fellows to form a research team. Normally the University would be expected to appoint a temporary lecturer as a substitute during the tenure of the career award. However, the awardee under the scheme would be encouraged to take some part of the teaching work of the department. An awardee is expected to spend the term of the award in his or her own institution or in any approved institution within the country. During the period of the award, the

awardee will not be allowed to leave the country for a maximum period of six months.

The Commission has instituted 50 career awards to young scientists. Selections under the scheme are being made. It is hoped to extend the scheme to young social scientists in the light of experience so gained.

(d) Examination Reforms

There has been some setback to examination reforms viz., introduction of continuous internal assessment in addition to the term end examinations, question banks, grading, semester system, etc.

According to information available with the Commission, sessional evaluation at different levels has been introduced in 68 universities including 14 agricultural/technical universities and seven institutions deemed to be universities. Question banks have been or are being developed in 19 universities. Grading system is in operation at 31 universities/institutions. Semester system is in vogue in 40 universities, five institutions deemed to be universities and all the agricultural and technological universities.

The Commission is also providing financial assistance to the universities for workshops for orientation of teachers and for some core staff for the establishment of examination reform units in the selected universities. Various follow up measures* are also being taken in order to ensure that the progress made in regard to the implementation of examination reforms is maintained.

5. Development of Universities

(a) Grants to Central and State Universities during the Plan period 1974-78 are set out in Section VII. It will be seen that the proportions to be maintained by universities out of the general developmental grants for appointment of staff, books, equipment and journals, buildings and other programmes indicated in the Fifth Plan Guidelines have been generally maintained.

It may be noted that the Commission pays development grants to the Central Universities on cent per cent basis whereas in the case of

*The UGC Implementation Committee on Examination Reform at its meeting held on 3rd May, 1978 reviewed the position and made recommendations in this regard.

state universities the matching share, contingent in various schemes, is paid by the universities/state governments. Thus the total amount available to the state universities for development purposes is higher than indicated by figures of university-wise allocation which represents the Commission's share only. However, the utilisation of plan funds by the state universities remains inadequate or is sometimes delayed by the fact that state universities are required to give matching contribution and also assurance from the state government regarding the maintenance of faculty positions after the assistance from the Commission ceases.

(b) During the year 1977-78 about 5,000 new teachers were appointed in the universities, thus leading to a better teacher pupil ratio. The proportion of senior staff to the total staff also improved (see Appendix XII). However, the disparity between various universities in the number of students directly on rolls in the university teaching departments continued. From Appendix I, it will be seen that only six universities (Lucknow University, M.S. University of Baroda, Allahabad University, Banaras Hindu University, Calcutta University and Aligarh Muslim University) had an enrolment of more than 10,000 students (undergraduate, post-graduate, law, professional courses combined) being taught directly by the university teaching departments. The highest number 19,012 (which included 5,860 law students) was enrolled at the Lucknow University. On the other hand, there were a number of universities where the enrolment was less than 400—the number prescribed for a viable college. Thus Bhopal University established in 1970 had an enrolment of 57 and Jiwaji University, Gwalior of 113. In order to avoid undue stress on the older and larger Universities it appears desirable to lay down the maximum number of seats for various courses both postgraduate and undergraduate and in faculties including Law. This would also help in a more balanced growth of the smaller and newer universities. New Universities set-up to cater to regional needs if they are unable to attract a sufficient number of students, not only become a drag on the system, but entail a much higher per capita expenditure, both plan and non-plan, as compared to many developed universities.

(c) With the help of subject panels, the Commission has taken steps to undertake the revision of the syllabi in various subjects. The Panels have also laid down broad lines of development, including priority areas of research, scrutinised research proposals, interviewed candidates for senior research fellowships and generally acted as watchdogs of standards.

Details regarding the work of the various subjects panels have been set out in Section III.

(d) A new responsibility entrusted to selected university departments is the University Leadership Project. This programme is primarily aimed at improvement of instructions at the undergraduate level in selected subjects in the colleges affiliated to a university. The departments concerned in the selected universities are required to provide necessary guidance, advice and assistance to the college departments for improvement of instructions, enrichment of curricula and syllabi, improvement of equipment, workshops, libraries and other teaching facilities. For the purpose, the university teaching department is required to interact continually with the college teachers by programmes of visits, organisation of seminars, summer institutes, writing of text books etc. The Commission has so far selected nine departments under the scheme in the field of social sciences and 38 in the field of natural sciences. The Commission has decided to extend this scheme to law, and also to the humanities. Selection for the departments under this scheme is done by the Commission on the advice of the subject panels.

6. Development of Colleges

The Commission has tried to strengthen its programme of assistance to colleges which cater to 88% of the students at the undergraduate level, 53.9% at the postgraduate level and 14.4% at the research level. Programmes for the undergraduate and postgraduate colleges and the expenditure incurred are set out in Section VIII. It will be seen that the quantum and the number of colleges helped has increased considerably during the year. However, many colleges were not able to utilise the grants fully due to non-availability of matching grants. Since central funds are limited, state and community funds have to be drawn upon by the colleges for providing a matching share.

Apart from the general development schemes, the Commission has set-up a number of special programmes, such as COSIP, COHSSIP, Lead Colleges, Autonomous Colleges, etc. It also constituted a Standing Advisory Committee on the development of colleges. The recommendations of the Standing Advisory Committee for the development of colleges will form the base for the Commission's development plans for the Sixth Plan. The College Development Council met on 7th July 1977. Its recommendations have been approved by the Commission.

From a general study, it is apparent that while the proportion of non-viable colleges declined during the Fifth Plan, the total number of non-viable arts, science and commerce colleges in the country increased from 1,396 in 1973-74 to 1,433 in 1977-78. The existence of such a large number of non-viable colleges not only acts as a drag on standards, it has serious social implication as well. Non-viable colleges, many of which are located in the rural areas or in smaller towns, cater to the weaker sections of the society. Since standards in these institutions are low (because they have not been provided proper facilities by the state governments before granting them recognition) and they are unable to find good teachers, the students who pass out from these institutions feel handicapped and suffer from a sense of inferiority. The problems of non-viable colleges can hardly be tackled without the close cooperation of the state governments and the UGC. The state governments have been advised to carry out with the help of universities districtwise surveys so that the needs of the colleges could be identified, and a policy regarding locating future colleges could be worked out. The Commission has relaxed conditions of grant to colleges located in rural or backward areas, or those catering to scheduled caste or scheduled tribe students. It has also offered special grants to colleges which reorient their syllabi to rural needs. Perhaps, some of the non-viable colleges could be converted into rural polytechnics. Colleges located within a region could also devise courses to avoid unnecessary overlapping of non-viable subjects.

The proliferation of postgraduate colleges is also a matter of serious concern. It will be seen from Appendix XI that out of 612 postgraduate arts, science and commerce colleges in 1977-78, three States (Maharashtra, Uttar Pradesh and Madhya Pradesh) accounted for 365 or 60%. If we add four other states (Tamil Nadu, Kerala, Rajasthan and Punjab), these seven states account for 543 or 89% postgraduate colleges. Attention has already been called to the escalation of postgraduate colleges in some states in 1977-78. It is obvious that standards cannot be maintained if such large number of postgraduate colleges are sought to be maintained by some of the state governments in addition to large numbers of universities. The Commission has already set out guidelines for minimum standards in postgraduate colleges and indicated that postgraduate courses should preferably be taught in the Universities. It is hoped that the educational planning cells in the states proposed earlier would also pay attention to the regulation of the number of postgraduate colleges. The College Development Councils in the universities which are being

supported by the Commission could also be useful in this direction, as in the general development of colleges.

7. Teacher Training Colleges

The Commission has been providing separate funds for Teacher Training Colleges. It cooperates with the NCERT for developing revised syllabi for the Teacher Training Colleges in the context of stress on vocationalisation and the introduction of the 12-year school system.

8. Research

The Commission has tried to augment the research potential of the universities and colleges emphasising the need to take up those areas for research identified as having R & D importance by NCST. Inter-disciplinary studies and linkages with national institutions, laboratories, etc., has also been emphasised. For the purpose new departments of special assistance and research grants to individual teachers or groups of teachers have been provided in universities and colleges. In order to bring more departments to the level of being considered under the scheme of Departments of Special Assistance the Commission provides special assistance to some departments under departmental support. Thus, departments could raise their standards stage by stage. This would help to achieve a more balanced growth in different regions. Details of the departments under Centres of Advanced Study, Departments of Special Assistance, Departmental Support and Support to Research Schemes are set out in Section III.

In order that scientific instruments are not allowed to remain idle due to lack of spare parts or repairs, the Commission has been providing UNESCO Coupons to universities. Also 5% of the equipment grant can be used for repairs, and maintenance. Further, universities have been helped to set up Service and Instrumentation Centre (USIC). One regional Service and Instrumentation Centre for repair and maintenance of non sophisticated instruments has been set up at the Bombay University.

The Commission has also accepted the scheme of separate Research Scholars Hostels. Facilities in these hostels can also be utilised by teacher fellows.

9. Engineering and Technology

The Commission co-operates with the All India Council of Technical Education (AICTE) in developing Engineering and Technology and Business Administration in Universities and Colleges. Funds for the purpose are separately earmarked by the Government of India.

The Government of India sanctioned funds to the Commission to the extent of Rs. 2,530 lakhs for the development of engineering and technical education at university institutions during the Fifth Five Year Plan. This amount was allocated for general development, support for research and business management courses as follows :

Development of Universities	Rs. 2,380 lakhs
Business Management Courses	Rs. 100 lakhs
Support for research	Rs. 50 lakhs
Total	Rs. 2,530 lakhs

The Commission with the help of Visiting Committees, provided assistance for Engineering and Technology to 20 universities within a ceiling of Rs. 2,380 lakhs. This is too inadequate for building up the infra-structure of good instructions and research relevant to the developmental needs of the country, although per capita cost of engineering education is lower as compared to costs in the IITs. The Commission also supported schemes for better linkages between Engineering Colleges and industry and rural development particularly at the Indian Institute of Science, Bangalore.

10. Correspondence Courses

The Commission has tried to strengthen correspondence courses by laying down new guidelines. It has also laid great emphasis on extension work, with adult education and adult literacy as a vital component, as an integral part of higher education. The primary purpose of the guidelines regarding correspondence courses is to make correspondence education a normal part of education and to ensure that the standards of students opting for correspondence courses are comparable to the other students. For the purpose, the Commission has advocated that the teachers in correspondence courses should be integrated with the general departments,

only core staff being appointed separately, and that the rules of the universities be modified for enabling transfer of students from correspondence courses to regular courses and vice-versa.

11. Cultural Exchange Programmes, International Collaboration and Area Studies

(a) The number of Cultural Exchange Programmes operated by the Commission has steadily increased. The Cultural Exchange Programme had for quite some time been confined to general exchange of visits by academics from both sides. These exchanges helped, to a certain extent, in initiating a preliminary dialogue between the academics of the two countries. However, the Commission's emphasis in implementing these programmes has now shifted to bilateral academic links in identified fields. The identification of priority areas of academic collaboration is carried out with the help of expert committees and, if possible, on the basis of exchange of visits or joint commissions. Each institution linked to a department in a university abroad is expected to act as a focal point so that those who are working in the same field in other institutions in the country, could also cooperate in the programme. So far priority areas of collaboration have been identified on the basis of joint consultation with the following countries : Belgium, Czechoslovakia, Federal Republic of Germany, France, German Democratic Republic, Hungary, Romania, and the Union of Soviet Socialist Republics. Efforts are being made to identify specific areas of collaboration in the case of a number of other countries. In addition, the Commission also operated Indo-British University Collaboration Programme and the Indo-United States Fellowship Programme. A number of UNESCO programmes and UNDP Assistance Programme for selected university departments were also operated by the Commission. Details of these are specified in Section VI.

(b) Area Studies

Area Studies Programmes have been instituted in selected university departments. The objective of these programmes is to create an awareness of an interest in academic circles regarding the study of friendly countries. The programmes have been organised at two levels—at an elementary and at an advanced level. For study at an advanced level, generally neighbouring countries have been selected. Details of the programmes approved by the Commission are given in Section VII.

12. Student Amenities and Facilities for Scheduled Castes/ Scheduled Tribes

Apart from providing junior and senior research fellowships, whose numbers and amounts have been augmented during the Fifth Plan, the Commission has stressed the building of hostels and canteens for the students in universities and colleges. The Book Bank scheme has helped a large number of poor students. The Commission has made special efforts to provide special facilities for scheduled caste/scheduled tribe students by way of reserved seats in hostels, a separate scheme of research fellowships and reservation of lecturer's posts. However, a considerable lee-way will have still to be made to bring these sections on par with the rest of the community. The UGC, state governments and universities will, therefore, have to make coordinated efforts in this direction, and for helping the other under-privileged sections so that the educational system is made more egalitarian in approach, structure and functioning.

SECTION I

Institutions and Enrolment in Higher Education Growth in Numbers

1.01 Student Enrolment

Against 6,63,661 students in 49 universities and 1,783 colleges in 1961-62, there were 25,64,972 students in 105 universities, 10 institutions deemed to be universities and 4,610 colleges in 1977-78. The following table indicates the growth of numbers for the years 1961-62 and 1968-69 to 1977-78. As in the report for 1975-76, figures relating to student enrolment exclude enrolments in intermediate classes, pre-university and pre-professional courses, unless otherwise specified :

<i>Year</i>	<i>Number of Universities</i>	<i>Number of Colleges</i>	<i>Number of Students</i>
			—
1961-62	49	1,783	6,63,661
1968-69	76 + 10 institutions deemed to be universities	3,112	15,66,103
1969-70	79 + 10 institutions deemed to be universities	3,297	17,92,780
1970-71	84 + 9 institutions deemed to be universities	3,604	19,53,700
1971-72	86 + 9 institutions deemed to be universities	3,896	20,65,041
1972-73	90 + 9 institutions deemed to be universities	4,158	21,68,107
1973-74	95 + 9 institutions deemed to be universities	4,308	22,34,385
1974-75	102 + 9 institutions deemed to be universities	4,388	23,66,541
1975-76	102 + 9 institutions deemed to be universities	4,508	24,26,109
1976-77	105 + 10 institutions deemed to be universities	4,569	24,31,563
1977-78	105 + 10 institutions deemed to be universities	4,610	25,64,972

A chronological list of universities with their student enrolment is given in Appendix I. It will be noted that no new university was established during the year 1977. Appendix II gives enrolment in university schools or institutions of correspondence courses. Appendix III gives total student enrolment for the years 1960-61 to 1977-78.

1.02 Growth Rate of Enrolment

During the decade 1960-61 to 1969-70, the University level enrolment increased by roughly 12-14 per cent per annum. The growth rate dropped to 9.0 per cent in 1970-71, 5.9 per cent in 1974-75, 2.5 per cent in 1975-76 and 0.2 per cent in 1976-77. However, the rate of growth increased to 5.5 per cent during 1977-78. The average growth rate during the period 1973-74 to 1977-78 has been 3.5 per cent per annum.

There are wide differences in the growth rates of different states (Appendix IV). The states having a growth rate during 1973-74 to 1977-78 twice or one and a half times the average are Bihar (7.8), Gujarat (6.8), Madhya Pradesh (6.4), Rajasthan (5.9), Uttar Pradesh (5.5), Delhi (4.9) and Orissa (4.7). The growth rate was higher than the average in Meghalaya/Nagaland (4.5), Maharashtra (4.2), Haryana (3.9) and Karnataka (3.7). The growth rate was negative in the states of Andhra Pradesh, Himachal Pradesh, Jammu and Kashmir and West Bengal Tripura.

1.03 Stage-wise Enrolment

According to the stage-wise enrolment from 1975-76 to 1977-78 given in Appendix V, undergraduate enrolment as a percentage of total enrolment decreased from 88.5 in 1975-76 to 88.1 in 1976-77 and 87.9 in 1977-78. It is gratifying to note that the percentage enrolment at the postgraduate and research levels has continuously gone up from 9.8 in 1975-76 to 9.9 in 1976-77 and 10.2 in 1977-78.

Appendix VI gives the stage-wise enrolment in university departments, university colleges and affiliated (private or government) colleges. The affiliated colleges account for 84.2 per cent of the total enrolment. The percentage of students in affiliated colleges is as high as 88.8 at the undergraduate stage. The affiliated colleges also account for 53.9 per cent of the enrolment at the postgraduate level and 14.4 per cent of research enrolment.

1.04 Faculty-wise Enrolment

The faculty-wise distribution of student enrolment from 1975-76 to 1977-78 given in Appendix VII shows that the percentage enrolment in the faculty of arts (including oriental learning) to the total enrolment went down from 44.5 in 1975-76 to 44.4 in 1976-77 and 43.7 in 1977-78. However, the percentage of students enrolled in commerce courses has gone up from 17.1 in 1975-76 to 17.7 in 1976-77 and 18.1 in 1977-78.

The percentage enrolment in science which had been going down until last year increased from 18.2 in 1976-77 to 18.4 in 1977-78. The changes in percentage of enrolment in the professional courses have been of a marginal nature.

1.05 Establishment of New Colleges

There was an increase of 41* in the number of colleges during the year (Appendix VIII). Of these new colleges, 22 were arts, science and commerce colleges and three were law colleges. The distribution of newly established professional colleges is as under :-

Engineering & Technology	2
Medicine, Pharmacy, Ayurveda, Homeopathy, Nursing & Dentistry	8
Veterinary Science	1
Education/Physical Education	11
Music & Fine Arts	1

1.06 State-wise Growth of Colleges

The state-wise distribution of the growth of colleges during the period 1973-74 to 1977-78 is given in Appendix IX. There was a total increase of 302 in the number of colleges during the period. The

* The difference is due to change in the status of some of the existing colleges.

following states account for a substantial increase in the number of colleges :-

Karnataka	48
Bihar	44
Andhra Pradesh	42
Rajasthan	28
West Bengal/Tripura	27
Maharashtra	24
Haryana	21

These states taken together account for 77 per cent of the total increase in the number of colleges. The number of colleges has gone down in the states of Himachal Pradesh, Jammu and Kashmir and Madhya Pradesh during the period 1973-74 to 1977-78. The increase in the total enrolment over the preceding year, percentage increase in the number of students and the state-wise growth rates for the period 1973-74 to 1977-78 are given in Appendix IV. A comparison of Appendices IV and IX will show that there are two states viz., Andhra Pradesh and West Bengal/Tripura where there has been a decline in enrolment and yet the number of colleges has gone up substantially during the period.

In 1977-78, the number of colleges increased by 14 in Rajasthan, 10 in Karnataka, 8 each in Andhra Pradesh and Maharashtra, 6 in Assam/ Manipur, 3 each in Haryana and Orissa, 2 in Kerala and 1 each in Jammu and Kashmir and Meghalaya/Nagaland, West Bengal/Tripura and Delhi. Appendices X and XI give the state-wise growth of arts, science and commerce colleges and postgraduate colleges respectively.

1.07 Staff Strength

In 1977-78, there were 37,142 teachers in the university departments and university colleges. Out of them, 3,477 were professors, 6,629 readers, 23,837 lecturers and 3,199 tutors and demonstrators. The proportion of senior teachers viz., professors and readers to the total teaching staff was 27.2% which shows that there has been a marginal improvement in the position as compared to 25.9% senior teachers in 1972-73. The teaching staff in the university departments and university colleges

increased by five thousand in the year 1977-78 as compared to an increase of only 518 in 1976-77 over the preceeding year. The details are given in Appendix XII.

Staff in the affiliated colleges (Appendix XIII) total 1,41,202 in 1977-78, including 16,391 senior teachers, 1,11,692 lecturers and 13,119 tutors and demonstrators. There was an increase of 3,729 teachers in the affiliated colleges in 1977-78 over the year 1976-77, as compared to an increase of 1,474 in 1976-77 over the year 1975-76.

1.08 Teacher-Pupil Ratio

In 1977-78, the teacher pupil ratio was 1:11 in the university departments and university colleges and 1:15 in the affiliated colleges. This shows a distinct improvement in the position as compared to the teacher-pupil ratio in the fourth five year plan.

1.09 Doctorate Degrees Awarded

The faculty wise position of doctorate degrees awarded during 1973-74 to 1976-77 given in Appendix XIV shows the maximum number in science followed by arts and a substantial increase in the number of degrees awarded during the period under reference.

1.10 Viable and Non-Viable Colleges

The Commission has made a comparative study of viable and non-viable colleges during the period 1973-74 and 1977-78. A viable college is defined as a college having an enrolment of 400 or more after excluding pre-university/pre-professional and intermediate enrolments. In states having two-year degree course in arts, science and commerce, the enrolment is taken as 270 for purposes of determining the viability of a college. Appendix XV shows that the proportion of viable colleges has gone up from 49.5% in 1973-74 to 54.2% in 1977-78. In other words, the proportion of non-viable colleges has gone down. However, the proportion of non-viable colleges has gone up during the period in the states of Andhra Pradesh, Haryana, Himachal Pradesh, Jammu and Kashmir, Kerala, Punjab and Tamil Nadu. The proportion of non-viable colleges is more than 50% in the states of (a) Andhra Pradesh, Haryana, Himachal Pradesh, Madhya Pradesh, Maharashtra, Punjab and (b) Assam, Bihar, Manipur, Meghalaya/Nagaland and Orissa.

1.11 Appendices XVI and XVII show the performance and trends in higher education during the period 1974-75 to 1977-78 and during 1977-78 respectively.

SECTION II

Policy Frame for Higher Education and Approach to Development

2.01 Towards the close of the year 1977-78 the University Grants Commission finalized two important documents : one the Policy Frame for the Development of Higher Education in India over the next 10-15 years, and the other a paper on Approach to Development for the plan period 1978-83. The essential features of these documents are summarized below :

2.02 Development of Higher Education in India—A Policy Frame

The policy frame outlines the main achievements and failures of the system of education in India and suggests a framework which would help transform the value system and the basic structure and processes of the educational system ; make it more flexible and dynamic and enable us to move in the direction of providing opportunities for life-long learning to every individual. The formulations in the Policy Frame concerning the regulation of admissions/institutions, re-structuring of undergraduate education, development of postgraduate studies and research, extension programmes for the community and the maintenance of standards are given below :

2.03 Regulation of Admissions/Institutions

The policy to be adopted in this regard should consist of the following : (i) adoption of measures which will reduce pressures on the university system, such as, effective vocationalization at the secondary stage delinking most of the jobs from degrees and changing the present recruitment policies which virtually make a degree a minimum qualification for any good job ; (ii) exercising great restraint in the establishment of new institutions, which should not be set up (except in backward areas) unless their need is clearly established on sound academic considerations and adequate resources in terms of men, materials and money are available ; (iii) planning the location of new institutions very carefully and rationalizing that of the existing ones to the extent possible ; (iv) adopting a policy of selective admissions to full-time institutions of higher education at first degree and postgraduate levels on the basis of merit with reservation of at least half the seats for all weaker sections ; (v) enabling

talented but economically weaker students to pursue their studies on a whole-time basis by ensuring to them the full cost of their education through appropriate bursaries, for which funds may be raised from public and private bodies ; (vi) providing facilities for expansion of higher education through channels of non-formal education such as correspondence courses ; and (vii) opening board and university examinations to private candidates to encourage self-study.

2.04 Restructuring of Undergraduate Education

Every undergraduate student should be given grounding in four important areas : (i) a set of foundation courses, designed to create an awareness of areas such as Indian history, culture, freedom movement etc. (ii) a set of core courses to give the students a broad familiarity with some chosen disciplines (iii) some applied studies/projects/field study, and (iv) involvement in a programme of national or social service.

2.05 Development of Postgraduate Studies and Research

The responsibility for postgraduate education must, by and large, be directly assumed by the universities themselves. The present situation in the colleges should be reviewed in terms of the norms established by the University Grants Commission. There is a need to ensure that all university departments themselves satisfy the norms as viable units of teaching and research.

Individuals, groups and departments in universities and colleges should be supported, on merits, in carrying out high quality research. Special encouragement should be given to collaborative research efforts by a group, drawn from one or more departments, on the basis of pooled resources.

High quality experimental research demands the development of indigenous instrumentation capability and culture. Efforts in this direction should be encouraged through support of research schemes and the creation of university instrumentation and service centres and regional instrumentation centres.

While universities will continue to be involved in fundamental research, application-oriented research, especially in collaboration with national laboratories and industries, needs to be specially encouraged in

universities. Both fundamental and applied research require the highest intellectual qualities.

In order that universities may be able to contribute to social development and change, they have to go outside the four walls of the classroom and get involved in a participatory understanding of some of the societal problems. Such research programmes as contribute to social development, especially to rural development, should be encouraged.

2.06 Extension Programmes for the Community

If the university system has to discharge adequately its responsibilities to the entire educational system and to the society as a whole, it must assume extension as the third important responsibility and give it the same status as research and teaching. This is a new and extremely significant area which should be developed on the basis of high priority. The extension programmes of a university will fall into three broad categories, viz., Adult education (with functional literacy as an essential component), community service and educational extension.

2.07 Maintenance of Standards

Attempts will have to be made, on the basis of the highest priority, to improve standards. The programmes to be developed for the purpose will include faculty development, provision of essential equipment, buildings and other facilities and organization of an adequate programme of student services. These will need considerable investment in men, materials and money. But more importantly, they need commitment and competence on the part of the teachers, high motivation in students who should be selected for their capacity and a climate of sustained and dedicated hard work. A selective approach, proper planning and concentration of resources are also equally essential to achieve good results.

2.08 Implementation

The policy frame has been circulated to the universities for discussion by students and teachers so that the various measures may be implemented through proper interaction and participatory understanding. The following working groups have also been appointed to identify appropriate programmes with regard to the implementation of the policy

frame so that they would have the necessary impact on the university system :

- (i) Extension including optimal use of vacations.
- (ii) Criteria for evaluation of colleges.
- (iii) Role and responsibility of teachers.
- (iv) Regulation of admissions and facilities to be provided to enable weaker sections of society to take advantage of the facilities of higher education.
- (v) Introduction of regional languages as media of instruction.

2.09 Development of Universities and Colleges in the Plan Period—1978-83

The approach paper for the development of higher education in the next five year plan period outlines the basic philosophy and strategies for development of universities and colleges. The main focus is on improvement of quality and making extension an integral part of the activities of the universities and colleges. The expansion of educational facilities, by way of opening new universities or centres for postgraduate studies or new departments and colleges would receive very low priority. The main observations in the approach paper are summarized below.

2.10 Allocation of Resources

Depending on the total allocation of the University Grants Commission in the next five years allocation would be used in the ratio of 3 : 2 for (a) development programmes of universities and colleges ; (b) quality improvement programmes and support of research. Further in the development programme, the distribution between the universities and the colleges would also be in the ratio of 3 : 2.

2.11 Development of Universities

The development assistance to the universities during the next plan period would be related to the stage of their growth, strengths and weaknesses, keeping in view the limits to growth in size, the need for the qualitative improvement and development of viable schools of teaching and research in the selected areas and to remove regional imbalances in the development of facilities for higher education in the country.

2.12 Categorization of Universities

On the basis of profiles of individual departments being prepared by the subject panels appointed by the Commission, the universities would be grouped under three categories viz., well-developed universities, developing universities and universities which have the potential to reach the well-developed stage in the next five years. The main attempt will be to see that (a) in the case of well developed departments, the general plan assistance is utilized to a very minimal level and recourse is taken to obtain assistance for their activities from the various quality improvement programmes and research support available from the Commission, on the basis of well defined and time-bound programmes with specific academic accountability, (b) to make available to the developing departments necessary amounts to bring their facilities and activities to an optimum level essential for maintenance of proper standards and (c) to identify from amongst the developing departments, a few departments which are in a stage of development and have the potential to become fully developed over the next five years with the help of some critical inputs and academic guidance. A cluster of such departments could be considered for intensive development at an appropriate stage during the current plan period as envisaged in the approach paper.

For purpose of determining the stage of development of each of the departments, appropriate criteria with regard to the infrastructure facilities, faculty strength, supporting technical staff, student enrolment at different levels, types of academic teaching and research activities undertaken and output of the departments would be taken into account.

It is also visualized that developed universities with strong departments would establish relationships by which they could help the academic growth of less developed universities and similar departments in the subjects. Efforts will also be made to bring about greater coordination amongst the universities within the same state for purposes of mutual collaboration, avoiding duplication of efforts, or setting up of departments in a non-viable manner and to encourage student mobility to institutions which have reasonably adequate facilities.

2.13 Development of Colleges

The strategy to be adopted by the University Grants Commission during the next plan period for the development of colleges and improve-

ment of standards of higher education in the college sector involves the classification of colleges according to well-defined criteria, as given below.

2.14 Basic Grants to Colleges

Colleges which qualify for support on the basis of minimal eligibility conditions with regard to enrolment would receive basic grants for purposes of (a) augmenting their library services by purchase of books, journals etc., (b) improvement of laboratory facilities required for undergraduate instruction, and (c) for faculty improvement to enable teachers from the colleges to improve their competence as teachers by participation in a variety of programmes, such as, refresher courses, workshops or working towards advanced degree, such as, M. Phil. or Ph.D. with the help of teacher fellowships. These basic grants would be payable by the Commission on 100% basis without requiring any matching grant contribution from the college or the state government.

2.15 Development Grants to Undergraduate Colleges

Development grants would be available, over and above the basic grants, to colleges which satisfy the prescribed qualifying criteria of enrolment and staff-student ratio based upon the number of permanent teachers and showing some potential and capability of functioning in a viable manner and maintaining adequate standards of instruction.

2.16 Development of Postgraduate Colleges

Assistance for development of postgraduate colleges would be continued on the basis followed during the fifth plan period. Normally only those departments which fulfil the norms laid down by the Commission or can be brought to those standards in the plan period would qualify for such assistance.

2.17 Quality Improvement Programmes, Lead Colleges etc

Assistance would be available to the colleges for taking up quality improvement programmes, such as, COSIP, COHSSIP. Support for Research Projects, Lead Colleges and other special programmes, on a selective basis.

2.18 Assistance to Colleges in Educationally Backward Districts

Special consideration would be given to the development of colleges

in educationally backward districts, so as to bring their facilities and standards to an optimal level.

2.19 Autonomous Colleges

As many colleges as possible should be enabled to become autonomous colleges so that they can, on the basis of their strength and motivation, help in bringing about academic reforms, restructuring of courses of study, and experiment with new educational ideas and function as growth points for better standards.

SECTION III

Maintenance and Co-ordination of Standards

3.01 The University Grants Commission has statutory responsibility under the UGC Act, 1956 (Act No. 3 of 1956) and the UGC Amendment Act, 1972 (Act No. 33 of 1972) to take "all such steps as it may think fit for the promotion and co-ordination of university education and for the determination and maintenance of standards of teaching, examinations and research in universities" (Section 12).

In recent years, opinions have been expressed that the University Grants Commission's financial support should become available to almost every institution of higher education and possibly in equal measures as well. Such a notion is academically untenable and in practice, makes it extremely difficult to maintain and improve standards of higher education. The Commission has, therefore, followed a policy of providing for the intensive development of selected university departments and identified colleges to help them grow into centres of excellence with internationally comparable standards. Simultaneously, the Commission has taken into consideration the demands of social justice, equality of opportunity and the needs of institutions in backward and rural areas.

The very size and complexity of the system of higher education in India indicates that improvements can be brought about only with the active collaboration of the universities and the state governments concerned. Such a collaborative effort is essential, not only with regard to implementation of various developmental activities and maintenance of standards in existing institutions, but also in the matter of opening of new universities and colleges. The various agencies concerned viz., the University Grants Commission and other bodies of the Government of India, as well as the State Governments, have to take concerted steps to arrest indiscriminate and unplanned proliferation of universities and colleges in order that the existing educational institutions are enabled to consolidate their facilities and maintain a certain level of standards.

Doubts are also sometimes raised about the relevance and usefulness of the present educational system in relation to the needs of trained manpower and employment opportunities. It is also a fact that our educational system has not played its role as effectively as it possibly could, in solving the problems of national development particularly those

of rural development. This involves coordinated educational planning, basic changes in the structures and processes of the educational system and restructuring of courses to make them relevant to social needs. There is also an urgent need to bring about a substantial amount of decentralization as well as diversification of educational programmes, so that individual universities, their departments and the colleges may experiment with new ideas, rather than follow a stereotyped programme. This implies considerable autonomy and academic freedom to be given to the constituent departments and colleges of a university.

The Commission has taken several important measures for the maintenance and coordination of standards of teaching, research and examinations. These include financial assistance for the development of universities and colleges, faculty improvement programmes and provision of essential student amenities as reviewed in later sections of the report. This section deals with specific measures relating to the improvement and updating of courses of study, support for research and publications, examination reforms and quality improvement programmes, all of which have a direct and significant bearing on standards.

3.02 New Pattern of Education

The Commission set-up a Standing Committee to advise it on the general policy regarding courses at the under-graduate level following the adoption of the new pattern of education. The Committee has finalized the guidelines*, set out the objectives of the first degree courses, principles for re-organizing the courses and supportive measures with particular reference to practical orientation, relevance, flexibility and inter-disciplinary approaches.

The Joint Consultative Committees on agricultural, medical, teacher and legal education have also completed their work and made their recommendations regarding the objectives and duration of courses consequent upon the introduction of the new pattern of education. These are under the active consideration of the Commission.

* The guidelines as well as the recommendations of the Joint Consultative Committees have since been circulated to the Universities for their guidance.

3.03 Improvement in Courses of Study—Panels in the Humanities and Social Sciences

In view of the rapid expansion of knowledge, the Commission attaches great importance to the updating and revision of syllabi. The Commission has also emphasized the need to link practical/field work more closely to theoretical studies so that the employability of the products of the university education is improved.

Panels in various university disciplines in the humanities and social sciences were set up in February 1974 to advise the University Grants Commission on matters relating to the development of teaching and research in these areas. These panels, which are reconstituted every two years or so, have generally completed the review of the undergraduate and postgraduate courses offered at present in universities and colleges and also agreed that the courses need to be thoroughly revised and upgraded.

The panels have concentrated their work on the objectives of teaching at different levels, the structure of various courses and the articulation of compulsory and optional papers, modalities of introducing interdisciplinary approach, major developments in the teaching of courses and the need for remedial measures including production of text-books, monographs and supplementary reading materials, methods of teaching, faculty improvement and methods of evaluation.

The panels are at present engaged in spelling out the general problems and perspective of teaching and research in different subjects and formulating draft outlines for revision and modernization of courses.

Twenty-eight regional workshops in various disciplines were arranged in some selected university centres throughout the country. The final report of the workshops in the disciplines of psychology, philosophy, political science, history, economics, law and sociology have been received. These reports were considered by the respective panels at their meetings held in April-May, 1977. The final reports of the workshops are being made ready for publication. The Commission expects to formulate a new thrust in teaching and research in university courses in the light of the recommendations of these workshops.

In all, 16 panels in the humanities and social sciences were functioning in 1977-78, including the panels on anthropology, mass communication and library and information science set up in 1977-78. On the advice of the panels, the Commission has initiated several important programmes which were reviewed in the annual report for the year 1976-77. New programmes initiated in 1977-78 are mentioned below, discipline-wise :

IMPORTANT RECOMMENDATIONS OF THE PANELS

3.04 Panel on Library and Information Sciences

The panel on library and information sciences has desired that a general statement on the philosophy and aims and objectives of library science at various levels may be prepared. This statement may include :

- (i) a discussion on the balance between academic and professional content of courses at various levels;
- (ii) academic background of candidates who seek admission to the various courses in library science;
- (iii) the need for continuing education for teachers in the departments of library science and in the university and college libraries ; and
- (iv) the extent to which the university departments of library science should concern themselves with professional courses at the certificate and diploma levels offered by the universities and by private and governmental agencies.

3.05 Panel on Social Work Education

A review committee was set-up by the Social Work Education Panel to review the existing courses in social work education and to suggest changes in the syllabi. The Committee completed an intensive field survey of all social work education institutions which are within the purview of the universities. The status report on social work education which has been now completed is under print.

Survey of Research in Social Work Education

A concise summary of Master's dissertations under social work education accepted by the Indian universities upto 1960 was brought out with the support of the Ministry of Education by the Tata Institute of Social Sciences, Bombay. The work of updating this was entrusted to the Delhi School of Social Work. The list has now been printed and includes the extracts of selected Master's theses and Ph.D. dissertations.

3.06 Panel on Sociology and Social Anthropology

The panel set-up a committee for preparing the status report on the teaching of sociology and social anthropology in the Universities and colleges. The Committee made a detailed survey of the present position through a variety of techniques. The final report of the committee is under consideration. This report together with the report of the workshops will provide a valuable base for modernizing the courses and taking remedial action.

3.07 Committee of the Conveners of Panels

The Committee of Conveners of Panels in the humanities and social sciences had recommended that two workshops may be organized in each discipline to stimulate interest in research by middle level and younger teachers, preferably in regions from which there has been little or no response to the several schemes of research sponsored by the University Grants Commission. These workshops should identify middle level and younger research workers and their particular problems and help them in formulating programmes of research and building suitable designs of research.

The proposal of the department of psychology, Sri Venkateswara University to hold such a workshop has already been accepted by the Commission.

3.08 Development Programmes for Teaching of Foreign Languages in the Universities

The Commission accepted the recommendations of the Committee appointed by it to examine the proposals received from the universities for development of teaching of foreign languages and agreed to provide assistance for the appointment of one lecturer and Rs. 20,000 for the purchase of books and journals and other necessary

reading materials for each of the languages viz. French, German and Russian on hundred per cent basis upto the end of 1983-84 provided the universities agree to treat this as a committed expenditure thereafter. A number of proposals have already been accepted by the Commission.

3.09 Panels in Science Subjects

The science panels constituted by the University Grants Commission in (i) Physics, (ii) Chemistry, (iii) Biological Sciences, (iv) Mathematics, (v) Geology and Geophysics and (vi) Geography continued their work and advised the Commission regarding measures to be taken for improvement and coordination of standards of science teaching and research in the universities and colleges, implementation of multi-disciplinary programmes, support of science research projects and such other matters as were referred to them by the Commission from time to time.

In view of the growth of scientific knowledge during the last several decades, and with a view, therefore, to keeping pace with modern science teaching, the panels considered the curricula development and upgrading of syllabi in various disciplines at the undergraduate level. The panels suggested areas of research thrusts with identification of institutions keeping in view the regional and national needs. They also suggested various other measures to be taken up for faculty improvement in the universities and colleges. The panels finalized the details regarding norms for basic requirements of laboratories, equipment, and books and journals etc. in the postgraduate science departments in the colleges. The panels identified the professional and academic bodies that could be supported by the Commission for organizing seminars, conferences etc. The panels are reviewing the matter relating to minimum requirements of staff and other infrastructure which a university department should have in its various science disciplines. On the basis of questionnaire issued to university teaching departments in science subjects, the panels are preparing departmental profiles in respect of each science department. This would help the visiting committees to have a proper assessment of the concerned university in respect of science subjects and link their recommendations with the overall national needs.

The panels during the year 1977-78 selected 67 national associates in different science subjects sponsored by the universities. 28 research associates were also selected after interviewing them*.

In Humanities and Social Sciences 38 National Associates and 49 Research Associates were selected during 1977-78.

The panels suggested basic lists of quality journals in science subjects for being subscribed to by the colleges. The topics of (i) basic research in emerging areas (ii) basic research in areas of applied potentialities and (iii) applied research for arranging them in order of preference were also identified. The panels examined the detailed information regarding physical facilities, academic achievements etc., as submitted by the science departments in the universities and selected departments for participation under the departmental Research Support and Special Assistance Programmes*.

The panels have prepared status reports in their own subjects giving present position of teaching and research in the universities and suggesting future lines of development. *The reports are being published.*

IMPORTANT RECOMMENDATIONS OF SCIENCE PANELS

3.10 Organization of University Based Curriculum Development Institutes

On the recommendations of the science panels, the Commission agreed to the organization of short-term course summer institutes for updating the professional competence of the in-service teachers from postgraduate colleges/universities. A number of workshops, summer institutes etc., recommended by the panels have already been organized.

3.11 Collaboration between University Departments and CSIR Laboratories and other Institutions of National Importance

The question of creating free exchange of personnel among universities and CSIR laboratories was discussed and it was noted that there existed University Grants Commission schemes viz., National Associateships and Teacher Fellowships, etc. which enable university teachers to spend a short period of four months or a period of a year or more respectively at any research centre including CSIR laboratories. The panels recommended that CSIR may institute similar programmes for scientists in CSIR laboratories which would enable them to spend varying periods in universities with provision of necessary funds from the CSIR. This has since been accepted by CSIR.

On the recommendations of panels, the Commission has also instituted awards to be given exclusively to scientists/scholars working

* These and some other activities are common to science and Humanities Panels.

in National Laboratories and other research institutions as well as in R & D laboratories outside the university system, to enable them to inter-act with university departments by visit and work on mutually identified research areas, for short periods.

The panels identified the university departments and CSIR laboratories and other institutions with a view to promoting useful applied research.

3.12 Preparation of Text Books*

The panels considered the information placed before them regarding the various low priced book production schemes and University Grants Commission scheme of preparation of university level books by Indian authors

The panels gave their recommendations about books which could be published under the scheme of ELBS, Indo-US and the Indo-USSR programmes.

Apart from the above, the panels recommended preparation of the text books for undergraduate and postgraduate students by Indian authors in science subjects.

3.13 Identification of Emerging Areas in Science Subjects

In order to encourage research work in the emerging areas in science, the panels identified new areas of research which could be supported by the Commission. Suitable research projects in the emerging areas are considered by the Commission.

3.14 Design and Fabrication of Science Equipment by Indigenous Sources for use by Universities and Colleges

The panels noted that sophisticated instruments and other equipment necessary for research in the Universities and colleges are not available indigenously. The panels recommended that in view of the rapid advances in science and technology and with a view to saving foreign exchange it is necessary to promote the fabrication of equipment

* These activities are common to Science and Humanities Panels.

by indigenous sources and identify the specific items of equipment which could be designed or fabricated by indigenous sources. Several research projects involving instrumentation development have been approved to be taken up in the university departments.

3.15 Review of Work Done Under Research Projects in Operation

The panels considered the question of reviewing the technical reports relating to research projects in operation and evolved a procedure for monitoring of the research projects. This would ensure continuous flow of information regarding ongoing research schemes.

3.16 Physics Panel

The physics panel recommended that it would be desirable to organise a crash programme of workshop type summer institutes of a sequential type covering :

Mathematical Physics, Electronics, Optics and Electro-magnetic theory, Quantum mechanics, Application of quantum mechanics to atomic, molecular and solid state and nuclear physics.

The panel reviewed the functioning of advanced level institutes in physics held in 1977. An expert committee has been appointed to work out the details of the institutes to be organised in 1978 and thereafter.

The panel also felt the necessity to develop facilities for crystal growing in the universities and on its recommendations a sub-committee was constituted by the Commission to discuss the basic facilities required for crystal growing in the universities.

3.17 Chemistry Panel

The panel took note of the fact that a large number of organic compounds are synthesized or isolated from natural products but they are not screened for biological activities. It was felt that the question regarding the screening of new compounds for biological activities may be undertaken and for this purpose facilities be created in a few institutions and university departments. On the advice of the panel an expert committee has been constituted to work out the details of organising the biological evaluation of compounds synthesized/isolated from plants in different chemical laboratories and to suggest ways and means to coordinate the work being done in the universities and national laboratories in this connection.

3.18 Biological Sciences Panel

The panel recommended that the new universities may be encouraged to start development of biological sciences instead of traditional botany and zoology departments and thus create a philosophy of biological sciences in the Indian university system. A workshop to suggest specific courses which could be included in the inter-disciplinary curriculum in the new biological science departments for ensuring uniform standard is scheduled to be held in the School of Life Sciences, Jawaharlal Nehru University.

3.19 Geography Panel

The panel suggested that regular semester courses at the postgraduate level for survey be introduced by universities/postgraduate colleges in respect of geography departments. For this purpose, it was suggested that a short period be assigned for students to stay in villages, collect data and analyse the same. Alternatively, this should be taken up alongwith other courses. Field work may be raised from the level of exercise to actual work on live world problems involving analysis and writing of reports etc.

The panel felt that a few studies on ecology and ecosystems have so far been made in the country by scientists belonging to certain disciplines like botany, zoology, agriculture, public health, engineering, meteorology etc. A time has come when intensive efforts have to be made to initiate studies in depth on ecosystems in certain parts of the country forming natural units and reflecting certain environments. Accordingly, on the recommendations of the panel the Commission has agreed to the organisation of a seminar on 'Ecosystems' to suggest methods of study and analyses of results obtained and to highlight major problems and areas in the field of ecology.

3.20 Panel on Geophysics

On the recommendations of the geology and geophysics panel, the Geological Survey of India has agreed to institute 20 fellowships of the value of Rs. 250 p.m. in ten universities for undertaking research. Exchange of materials between geology and geophysics departments of the universities and Geological Survey of India has also been agreed to.

3.21 Home Science Committee

The Commission also appointed a Committee to suggest measures for improvement of instruction and research in Home Science Colleges and to advise the Commission on emerging problems in the subject of Home Science and efforts to be made for curricular reforms, developing areas of study etc.

3.22 UGC—ISRO Coordination Committee

A coordination committee has been set-up by the Commission to serve as a link between the UGC and the ISRO to consider all aspects relating to programmes of teaching in space science and development of research in Space Sciences. Space applications and technology to be taken up by the universities in collaboration with the ISRO. The joint Committee reviews these programmes regularly and has developed specific plans for workshops, and project work in the ISRO organisation, to promote active participation and contribution to space science programmes by university scientists also.

Beginning with the year 1974-75 and for the period ending 1977-78, a total of 59 research projects costing Rs. 50 lakhs in areas of sciences, having relevance to Space Sciences (19), Space Technology (17) and space applications (23) were under implementation in universities.

3.23 Restructuring of Courses

The Commission's scheme of restructuring of courses has two important aspects viz., (i) to make the first degree course more relevant to the rural environment and to the development needs of the community, and (ii) to link education with field work, practical experience and productivity.

The scheme of restructuring of courses is primarily meant for the colleges in the rural and backward areas and in order to enable a good number of colleges in these areas to participate under this scheme the stipulation regarding minimum enrolment and minimum number of teachers as laid down by the Commission in respect of Rs. five lakh *scheme for the development of affiliated colleges* will not be insisted upon while examining proposals for restructuring of courses.

While the Commission would like all universities to participate in this scheme, 155 colleges were identified initially to try out the restructured new combinations of courses. The colleges have been selected, generally speaking, in the vicinity of agricultural universities/krishi vigyan kendras, so that these agricultural universities/krishi vigyan kendras can render useful assistance to the colleges in drawing up the syllabi for the new papers/subjects with a practical/rural/field orientation. The universities were requested to add the names of some more colleges to this list if they find them suitable for inclusion under the scheme and accordingly 32 more colleges were included in the list.

The Commission is supporting the programme by providing assistance in the form of grants for the purchase of books and journals and appointment of more staff on the merit of each proposal. Assistance to the colleges towards restructuring of courses is limited to Rs. one lakh per annum for recurring as well as non-recurring expenditure. Colleges have been advised not to diversify this programme by introducing too many courses. Instead, to begin with, a college may consider to start one course in the social sciences and one in sciences.

A number of courses have been suggested in the illustrative list sent to the universities. The new subjects like horticulture, fisheries, soil science, fertilizers, dairy science, plant protection, agricultural marketing, farm management, community development, rural banking etc. will be offered alongwith other traditional subjects at the first degree level.

The Commission has already circulated the guidelines to all the universities and selected colleges and invited proposals from them for financial support. The scheme is being implemented in seven colleges and one university.

The Vice-chancellors of the universities and the principals of the colleges concerned have been requested to expedite the formulation of their proposals. Steps have also been taken for the speedy processing of the proposals.

3.24 Promotion of Gandhian Studies

The Commission set-up a Standing Committee on Gandhian Studies to advise the Commission regarding measures for initiating and developing studies and research on Gandhian thought and its relevance

to modern times, on interdisciplinary programmes and such matters as may be referred to it by the Commission. The Committee may also recommend on its own for consideration of the Commission proposals for promotion and support for studies/research which may merit special attention in relation to educational and developmental needs of the country.

The Standing Committee on Gandhian Studies suggested a number of important measures for promoting Gandhian Studies in the universities and for strengthening the functioning of Gandhi Bhavans established in some universities with financial support from the University Grants Commission. Follow-up action on these recommendations is being taken.

The Commission has suggested to the universities the inclusion of Gandhian Studies as one of the themes under foundation courses as part of the reorganisation at the plus three stage in the context of the new pattern of education.

3.25 Centres of Advanced Study and Departments of Special Assistance in the Humanities and Social Sciences

During 1963-64 the Commission initiated a programme of Centres of Advanced Study in Indian Universities with a view to strengthening postgraduate teaching and research by developing a limited number of university departments in selected fields and to encourage the pursuit of excellence and team work and to accelerate the realisation of international standards in these subjects. On the advice of the Standing Committee specially constituted for this purpose, 11 Centres of Advanced Study in humanities and social sciences were recognised during 1963-64. In 1968-69 two more centres were recognised.

It was decided that assistance for these centres may be provided for a period of ten years in the first instance and the question of further assistance be examined in each case on the basis of satisfactory progress and the assessment of the work done by these departments.

A list of the centres functioning presently together with their specialisations is given in Appendix XVIII.

The Commission further decided that the Centres whose work has been rated as excellent or good may be provided further assistance under

the Centres of Advanced Study Scheme during the plan period to enable them to strengthen their teaching and research programmes and the assessment committee which evaluated the work of these centres may be requested to consider their requirements for the plan period and make suitable recommendations. The Commission also decided that assistance under this programme in future should be made available only for a period of five years and the state government/university should take over the recurring liability after the end of this period as committed expenditure.

In 1972, the Commission initiated a programme of special assistance to selected departments to help them in strengthening and consolidating their teaching and research programmes and to identify an area of specialisation in which they would ultimately strive to achieve excellence. A list of departments in humanities and social sciences which are participating in this scheme since 1972 is given in Appendix XIX. The departments brought under the scheme during 1977-78 are :

Name of the Department

Name of the University

Economics	Andhra
History	Allahabad
Psychology	Allahabad
History	Baroda
Economics	Calcutta
History	Calcutta
Philosophy	Jadavpur
Linguistics	Osmania
Economics	Punjabi
Sociology	Panjab
Anthropology	Ranchi
Philosophy	Rajasthan

It has been decided that assistance to these departments may be made available upto the end of the plan period provided the state governments agree to take over the recurring liability after the end of the plan period. Visiting Committees are also being sent to the departments which have completed the period of five years to assess their suitability and make further recommendations.

3.26 Centres of Advanced Study and Departments of Special Assistance in Science Subjects

The objectives of the scheme of Centres of Advanced Study and Departments of Special Assistance are given in para 3.25.

In science subjects, 14 centres of advanced study and 32 departments of special assistance were functioning in the universities in 1977-78, as detailed in Appendices XX and XXI respectively.

The above list includes 11 departments of special assistance which were brought within the purview of the scheme during 1977-78. These departments were initially identified by the subject panels and thereafter the Visiting Committees assessed their existing facilities, resources and potentiality for development. The departments concerned are :

<i>Name of the Department</i>	<i>Name of the University</i>
Botany	(i) Patna
	(ii) Lucknow
Biological Sciences	Madurai
Zoology	Calcutta
Physics	Roorkee
Chemistry	(i) Allahabad
	(ii) Sardar Patel
Geology and	Roorkee
Geophysics	
Geology	Mysore
Geography	(i) Osmania
	(ii) Aligarh

3.27 Support for Research

The place of independent research, objective and scientific investigations and critical enquiry in the university system is as important as that of teaching. In fact, both teaching and research must go together. In the realm of research itself, both fundamental and applied research should receive adequate attention but in a country with inadequate resources and

stupendous problems, priority should be given to research projects that have a direct relevance to the problems of the community.

The Commission has suggested that research projects be formulated on well-defined topics keeping in view the facilities already available. The plan of the project should be drawn up in such a way that the research work can be brought to successful completion within the specified period. While drawing up research programmes having R & D effort it is required that the areas identified as of R & D importance by the National Committee on Science and Technology and Council of Scientific and Industrial Research etc. are kept in view so that the university/college can make a distinct contribution by way of research in such areas.

While formulating research projects, universities have been requested to keep in view (a) the importance of defining major thrust areas and detailing the plans for coordinating and making the best use of visiting facilities and staff (b) interdepartmental and/or inter-disciplinary proposals as well as collaboration with universities, national laboratories, and industries (c) scarcity of resources of foreign exchange, and therefore, the need to emphasise indigenous instruments and design, fabrication and building up of equipment (d) allowing use of sophisticated equipment by scientists from other departments or other universities or colleges etc.

3.28 Research in the Humanities and Social Sciences

The Convenors of the humanities and social sciences panels felt that there are some areas of study and research in each discipline which are either neglected or new and have not received the due attention in the universities. The convenors felt that such neglected and new areas and branches of study and research which have either not been initiated or which have remained neglected in various regions of the country may be identified. The panels considered this problem and made some recommendations in this regard. The Commission has decided that this matter should be taken up at the time when the reports of the workshops organised for modernising the syllabi in various studies are available.

The panels in the humanities and social sciences have devoted considerable time in preparing lists of research priorities in various disciplines. In case of some disciplines the list is based on the findings of expert groups set up for the purpose by the ICSSR, in some disciplines

the University Grants Commission panels identified their own research priorities; and in the case of education, the list was adopted from the report of a University Grants Commission seminar on Education Research. The list is merely illustrative and will be under constant revision.

The University Grants Commission is providing financial assistance to universities and colleges for Advanced Research Projects and for short Term Research Projects in Humanities and Social Sciences. Research Projects are approved on the recommendations of the concerned panels which meet twice a year for the purpose.

3.29 Advanced Research Projects

The University Grants Commission provides support to teachers in the universities and colleges with facilities for postgraduate studies and research to enable them to take up work on intensive and depth studies in specific areas in the humanities and social sciences.

Research projects may be undertaken by an individual teacher or by a group of teachers or by a department as a whole. The Commission also considers research investigations which cut across various disciplines in the same university and, if necessary, concerned or interested departments in other universities.

Assistance for advanced research is available from the Commission for appointment of research, technical and other staff, travel, field work, apparatus, equipment, postage, stationery, computation work, printing of questionnaires, books, journals, contingencies and similar other items needed for the project.

Assistance is normally available to a teacher or a department for one project at a time. The duration of the project may be upto a period of three years. In special cases, however, projects covering a period of three to five years may be considered but in no case will assistance for a project be available for a period of more than five years.

After the completion of the Project, any apparatus, equipment, books and data etc., procured with University Grants Commission assistance becomes the property of the institution where the project was undertaken for use by other scholars.

During the six selections, two each in 1974-75, 1975-76 and one each in 1976-77 and 1977-78 the Commission has approved 174 advanced research projects (including projects on sixth parliamentary election studies) in a number of universities and in a number of disciplines and a grant of Rs. 43.80 lakhs has been committed in support of these projects, as detailed below :

TABLE III.1

<i>S. No.</i>	<i>Subject</i>	<i>No. of Projects</i>	<i>Amount approved (in lakhs of Rs.)</i>
1.	Sociology & Social Anthro- pology	16	4.45
2.	Law	3	1.26
3.	Political Science	30	5.74
4.	Psychology	11	2.96
5.	Economics	16	5.87
6.	History	30	9.96
7.	Philosophy	11	1.12
8.	Linguistics	24	3.68
9.	Modern Indian Languages	21	4.68
10.	Education	8	3.29
11.	Commerce	1	0.03
12.	English	3	0.76
Total		174	43.80

3.30 Short-Term Research Projects

Under this scheme, financial assistance ranging from Rs. 500 to Rs. 5,000 may be provided to a university or college teacher who wishes to undertake, along with teaching work, a short-term research project or an investigation for a doctoral degree under approved supervision. Assistance will be available only for field work, preparation of questionnaires, computation work, equipment, books and journals which are specifically required for the proposed project but which are not normally

available to the teacher in the institution where he is employed. In special cases assistance may also be provided for publication of monographs and research papers.

Grants under this scheme are available to individual teachers and are neither transferable nor available for appointment of any staff or items of a recurring nature. After the project has been completed, any apparatus or equipment purchased, with the Commission's support, becomes the property of the institution where the teacher is employed. Books and journals may, however, be retained by the teacher, if he so desires.

During the six selections, two each in 1974-75, 1975-76 and one each in 1976-77 and 1977-78 the Commission has approved 1,078 Short-term Projects at a cost of over Rs. 27 lakhs, as detailed below :

TABLE III.2

<i>S. No.</i>	<i>Subject</i>	<i>Number of Projects</i>	<i>Amount Rs.</i>
1.	Linguistics	72	1,46,250
2.	Modern Indian Languages	147	2,13,400
3.	English	88	1,04,640
4.	History	127	3,64,200
5.	Political Science	89	2,99,700
6.	Commerce	99	3,20,600
7.	Economics	146	3,42,900
8.	Sociology & Social Anthro- pology	68	1,99,049
9.	Psychology	62	1,77,000
10.	Education including Library Science (9) and Journalism (1)	125	4,12,343
11.	Law	14	44,250
12.	Social Work	3	8,400
13.	Philosophy	38	73,450
Total		1,078	27,06,182

3.31 Support for Science Research

The Commission decided to provide adequate support for university research during the plan period. The assistance for research is provided to faculty members in the universities, university centres for postgraduate studies and affiliated colleges for taking up well defined research projects in pure and applied sciences. The research projects relate to major programme of research to be undertaken by the university departments as a whole in a selected field or relate to projects by small research groups as well as by individual teachers.

With the help of panels, departments have been identified for assistance under departmental research support, so that with these additional inputs, the departments concerned could develop studies and researches in specialized fields and later on be considered for other programmes. The departments concerned have been requested to formulate suitable projects in their respective fields of specialization. Expert committee will be constituted to visit these departments for examining the proposals and recommending the extent of assistance that may be provided to each one of them for undertaking departmental research programmes.

Upto the end of March, 1978, a total number of 920 research projects recommended by the Science Panels have been approved to be implemented. The break up of the proposals is given below :

TABLE III.3

<i>S. No.</i>	<i>Subject</i>	<i>No. of Projects</i>	<i>Amount approved (in lakhs of Rs.)</i>
1.	Physics	185	176
2.	Chemistry	298	160
3.	Biological Sciences	342	222
4.	Mathematics and Statistics	25	10
5.	Geology and Geophysics	53	33
6.	Geography	17	19
Total		920	620

Apart from these, a total number of 21 departmental research projects in science subjects involving an expenditure of Rs. 182 lakhs have been approved by the Commission.

3.32 Core Support for Research

The Commission placed at the disposal of all universities grants to provide core support for research in the universities, to enable them to consider request from an individual teacher for taking up research work. This assistance is meant to create a climate of research work and to encourage those teachers who may not otherwise be able to get financial support for their research projects. Grants ranging from Rs. 50,000 to 1,00,000 have been provided to each university. The total amount approved to 75 universities is Rs. 55.5 lakhs for plan. The amount would be further increased as and when this allocation is utilized by the university.

3.33 Support for Small Research Projects by Individual Teachers in Science Subjects

The Commission has been providing assistance to individual teachers working in the universities and colleges for undertaking research in their specific fields. Support under this programme is specially provided to college teachers and junior teachers in the universities who do not have adequate resources to meet the expenses connected with their individual research either for a degree or as part of their individual project. Assistance under this programme is limited to Rs. 10,000 for every selected teacher and is available for field work, computation, purchase of equipment, apparatus, chemicals and books which are required for the project and not normally available in the university/college where the teachers may be working at the time. More than 9,000 teachers have benefited under this scheme so far. Projects from 1,121 teachers were approved during 1977-78 at a cost of Rs. 43.76 lakhs as detailed in Table III.4 (see page 47).

The entire grant for the implementation of the approved projects in each case has been released in full. The total number of university research projects in operation was 2,142.

3.34 Computer Development

The question of providing computer facilities in the universities has been carefully examined by the Commission, keeping in view the limited

TABLE III.4

<i>S. No.</i>	<i>Subject</i>	<i>Number of Teachers selected</i>	<i>Grants approved (in Rs.)</i>
1	Physics	148	7,39,000
2.	Chemistry	461	12,96,080
3.	Mathematics	94	3,79,300
4.	Botany	88	5,54,640
5.	Zoology	178	6,47,664
6.	Geography	46	1,29,150
7.	Geology	25	1,26,600
8.	Engineering	31	2,00,540
9.	Agriculture	8	36,500
10.	Medicine	28	2,13,570
11.	Anthropology	8	35,000
12.	Home Science	5	15,500
13.	Miscellaneous	1	2,000
Total		1,121	43,75,544

availability of resources on the one hand and the role of the computer as an essential aid to research work, on the other.

As recommended by an Advisory Committee, the Commission has agreed that while fresh proposals for acquiring computers may take some time for processing, the universities which require funds for purchase of computer time may be given suitable assistance. Similarly, universities which have smaller computers may also be given assistance to purchase computer time from larger computers in the region, wherever necessary. The proposals for providing new computer facilities or expansion of existing computers would be considered on the basis of utilization of this grant.

The Commission has stressed the need for the universities obtaining computers making adequate preparations for installation of the computer

as well as for appointing necessary technical staff well before the computer system is obtained and to have such personnel trained with the suppliers for the computer system.

The proposals for the replacement of existing computers by larger computers at the Aligarh Muslim University and the Indian Institute of Science, Bangalore have been accepted by the Commission. The Commission agreed that when the Indian Institute of Science, Bangalore has acquired the larger computer system, the existing IBM 360-44. computer may be transferred to the M.S. University of Baroda.

The Commission, in consultation with the Electronics Commission, agreed to the provision of medium sized computers in the universities of Banaras, Punjab, Poona and Roorkee. The type of computer systems to be provided to Banaras, Roorkee and Poona has been finalized and the computer centres are expected to start functioning soon.

The eastern regional computer centre at Jadavpur University has started functioning with the installation of Burrows 6700 computer. The necessary staff has been appointed. The centre has already started providing computer time to other users in the region and to become self-supporting gradually over the next two-three years.

The computer committee is also examining the question of new courses to be provided in the universities to meet the manpower needs of the country in the next few years, in the area of computer sciences, including maintenance and operations personnel.

3.35 M.Phil. Courses

The main objective of introducing the M.Phil. course as the first research degree is to enable the student to take advanced course work in his area of specialization and to train him adequately in research methodology. It would also provide an opportunity to candidates to proceed to the second research degree viz. Ph.D., it being understood that the research work done for M.Phil. degree could be incorporated in Ph.D. work.

The guidelines for the introduction of M.Phil. courses are given in the University Grants Commission Annual Report for 1976-77.

3.36 University and College Teachers : Minimum Qualifications

An important measure in the maintenance of standards is to ensure that university and college teachers possess the requisite qualifications for performing their professional duties.

The Government of India, Ministry of Education and Social Welfare on the recommendation of the University Grants Commission approved the revised scales of pay in respect of university and college teachers. A statement indicating the existing and revised scales of pay and the conditions for payment of central assistance were given in the University Grants Commission Annual Report for the year 1975-76.

The minimum qualifications prescribed for recruitment to the post of lecturers in the universities and colleges are given in Appendix XVIII of the University Grants Commission Annual Report for the year 1976-77. The qualifications for recruitment to the post of readers and professors are given below* :

Professor

An eminent scholar with published work of high quality actively engaged in research. Ten years' experience of teaching and/or research.

Experience of guiding research at doctoral level.

An outstanding scholar with established reputation who has made significant contribution to knowledge.

Reader

Good academic record with a doctoral degree or equivalent published work. Evidence of being actively engaged in (i) research or (ii) innovation in teaching methods or (iii) production of teaching materials.

About five years' experience of teaching and/or research provided that at least three of these years were as lecturer or in an equivalent position. This condition may be relaxed in the case of candidates with outstanding research work.

3.37 Guidelines for the Implementation of Scheme of Assistance to Universities for the Publication of Learned or Research Works Including Doctoral Theses

The Commission has a scheme of assistance to universities for the publication of learned or research work including doctoral theses.

*These are only guidelines and are not linked with revision of scales of pay.

Learned research work to be assisted under the scheme should be one that breaks new ground and is useful as reference material for honours and postgraduate studies. The guidelines for the implementation of the scheme are as detailed below :

- (a) Theses accepted for doctoral degree may be considered for assistance for publication under the scheme only within a period of ten years after submission.
- (b) The allocation made to a university under the scheme be utilized by the universities normally on the basis of 2/3rd for doctoral theses and 1/3rd for other learned research works.
- (c) With a view to ensuring a high academic standard, the universities should take utmost care in making proper selection of learned research works and theses for publication. The manuscripts should be got assessed by experts, usually by two (other than the examiners) in that particular field. The university may also avail of the services of professional people for editing, referencing, spacing, etc. of the manuscripts from the point of view of quality and presentation and may meet expenditure in this regard out of the grant allocated for publication.
- (d) The university may either publish the works under its supervision and control or get these published through reputed publishers. Payments towards the cost of a publication should not be made to the author, but directly to the publisher by the university. The author could be consulted regarding the publisher, if it is not done through university press.
- (e) The scheme is by way of supplementing the work of private publishers and not by way of replacing the private publisher in bringing out high quality publication
- (f) The authors should not be asked to make any financial contribution towards publication of their approved work. The universities may follow the Indian Copy-Right Act for deciding the question of copyright of the works approved for publication grant.
- (g) Besides seeking the advice of commercial interests while selecting a manuscript for publication, the universities may

consider the desirability for appointing sole and/or regional selling agents/distributors.

- (h) The amount of subsidy for publication of a thesis should not exceed Rs. 5,000 unless the university is itself publishing the thesis on its own in which case it may meet actual expenses on its publication.
- (i) Where assistance to a publication is substantial, the university should undertake it as its publication and a major part of the money realised through sale (after making provision of royalty to author, commission to retailers etc.) should be credited to this fund for publications so that it can support more books to be published. The money obtained through sales of books published with University Grants Commission support should not be used by the universities as a general source of revenue.
- (j) There should be proper coordination among the agencies providing financial assistance for similar purposes, i.e. Indian Council of Historical Research, Indian Council of Social Sciences Research, National Book Trust and Indian Institute of Advanced Study, Simla.
- (k) The publication of catalogues, critical editions of rare manuscripts and research/reference manuals costing more than Rs. 20,000 would be considered on merits outside the general scheme of the University Grants Commission on all-India basis after the work has been examined by the Commission with the help of experts.

The Commission has allocated grants to 80 universities ranging from Rs. 10,000 to Rs. 60,000 to each university for the purpose for two years, 1977-79.

3.38 Examination Reforms

The Commission has been concerned about delays in examination schedules and the use of unfair means and cheating in examinations. Universities have been asked to take remedial measures in this regard but from the long-term point of view, it is important that universities make basic and structural changes in their examination systems.

The Commission has laid special emphasis on the implementation of various measures of examination reforms with a view to improving the

reliability, validity and objectivity of evaluation and with a view to bringing about a closer integration of teaching, learning and evaluation and to make examinations an educational experience rather than a nightmare for students.

The main emphasis is on the following aspects of examination reforms :

- (a) Continuous sessional evaluation as a supplement to the present final examination.
- (b) The development of question banks in order to eliminate some of the shortcomings of setting up examination papers and as a means for revision and modernization of courses of study.
- (c) Introduction of grade system instead of present marking system in order to increase reliability and bring about better comparability among different subjects.
- (d) Introduction of the semester system in order to have greater flexibility.

According to information available with the Commission, sessional evaluation at different levels has been introduced in 68 universities including 14 agricultural/technical universities and seven institutions deemed to be universities. Question banks have been or are being developed in 19 universities. Grading system is in operation at 31 universities/institutions. Semester system is in vogue in 40 universities, five institutions deemed to be universities and all the agricultural and technological universities.

The Commission is also providing financial assistance to the universities for workshops for orientation of teachers and for some core staff for the establishment of examination reform units in the selected universities. Various follow up measures* are also being taken in order to ensure that the progress made in regard to the implementation of examination reforms is maintained.

*The UGC Implementation Committee on Examination Reform in May, 1978 viewed the position and made recommendations in this regard.

3.39 University Level Books in English and Indian Languages by Indian Authors

With a view to supplementing the efforts of the state governments for the production of books in Indian languages, the University Grants Commission, in collaboration with the Government of India, Ministry of Education and Social Welfare, initiated in 1970-71 a programme of providing financial assistance for writing of quality books for universities and colleges. The key factor in the entire process is to involve outstanding teachers, researchers and scholars in the universities, colleges and other institutions of higher learning and research to take a lead in the preparation of high quality books for use at the university stage.

The objective of the scheme is to support the preparation of high quality books, monographs and reference material for use in universities and colleges, *not necessarily conforming to a particular set of syllabi, but indicating the level of training desired* to be attained at different stages.

The theme, subject matter and contents of the books, monographs etc. prepared under the scheme should reflect present situation as obtaining in India and should be relevant to the social goals and the educational future as visualized by the society.

Outstanding teachers desirous of devoting full time for a period normally not exceeding one year for writing books may take leave from their positions without any loss of their seniority, increments etc. Such teachers may be paid by the University Grants Commission a sum equivalent to the salary and allowances drawn by them with provision for increments due during the period of their leave for undertaking the project under the scheme. Such teachers would also receive a contingent grant of Rs. 2,000 per annum for secretarial and other assistance, purchase of stationary and typing of the materials and also for collection of materials from other libraries etc. In exceptional cases an additional sum of Rs. 1,000 per annum may be given for such contingent expenses.

The Commission may also invite outstanding teachers and scholars to write university level books. Such authors may be given a lump sum of Rs. 10,000 for undertaking the writing of a book as approved by the Commission within a period of three years.

Under the revised rules, normally, no provision will be allowed for the appointment of a fellow, except in cases where the proposed book writing

project is of an inter-disciplinary nature, and the collaboration of a fellow belonging to a discipline other than that of the author becomes essential or where a lot of field work or collection of data is necessary.

In the case of teachers who wish to undertake the book writing programme in addition to their normal teaching and research responsibilities in the universities and colleges, assistance may be available in the form of contingent grant of Rs. 2,000 per annum (plus additional contingent grant of Rs. 1,000 per annum in exceptional cases).

It would also be possible for a group of three or upto five university teachers to jointly take up a book-writing material which could be put together in the form of a book. In such cases each author would be given a contingent grant of Rs. 1,000 per annum.

Under the scheme, there is also a provision for the participation of outstanding scholars and scientists who are not in the service of a university or an affiliated college but are serving in another organization of higher learning and research.

Upto March 1978, 412 projects had been selected for preparation of books in various fields of sciences and humanities under this scheme. In 60 cases the concerned authors could not take up the projects. Out of 352 projects, 104 manuscripts have been completed and the remaining 248 are in different stages of implementation.

During the year 1977-78 an expenditure of Rs. 5.37 lakhs was incurred under this scheme.

3.40 Re-publication of Foreign Books in Cheaper Editions

The Ministry of Education and Social Welfare in consultation with the University Grants Commission had initiated in 1960 programmes of republication of books in low priced editions, originally published in U.S.A., U.K., and U.S.S.R. and used by university and college students in areas in which there is a dearth of quality books by Indian authors.

Presently there are three such programmes, viz.

- (i) Joint Indo-American Standard Works Programme,
- (ii) English Language Book Society Series (ELBS), and
- (iii) Joint Indo-Soviet Text-books Board scheme.

Suggestions regarding books that may be published under any of these programmes are made by specialists in the subject concerned from India as well as the respective countries. The Ministry of Education and Social Welfare receives such suggestions as also copies of the books and in turn refers them to the University Grants Commission for getting them evaluated from the standpoint of their suitability to Indian university and college students. The Commission's role in all these programmes has been that of getting the books evaluated with the help of experts in the subjects concerned in the universities and other educational institutions. The recommendations received from evaluators are passed on to the Ministry of Education and Social Welfare.

The University Grants Commission got evaluated 20 books during the year 1977-78 as detailed below :

<i>S. No.</i>	<i>Scheme</i>	<i>No. of titles evaluated</i>
1.	Joint Indo-American Standard Works Programme	13
2.	English Language Book Society Series (ELBS)	7
3.	Joint Indo-Soviet Text Book Board scheme	nil
Total		20

3.41 Journal/Bulletin of Higher Education

Since Monsoon 1975 the Commission has been bringing out a *Journal of Higher Education* to promote scholarly study as well as discussion of contemporary problems and policies in higher education. The hundred and fifty page journal is issued three times a year : Monsoon, Autumn and Spring.

Upto 1978, nine issues of the journal have been published. Some important topics discussed in articles and communications relate to equality of educational opportunity with particular reference to scheduled castes and tribes, examination reforms and restructuring of courses.

A *Bulletin of Higher Education* is also published by the Commission for dissemination of information regarding the ongoing schemes and programmes of the Commission.

SECTION IV

Faculty Improvement Programmes

4.01 The University Grants Commission has been attaching great importance to Faculty Improvement Programmes by providing opportunities to teachers to keep abreast of modern developments in their fields of study and research and to exchange ideas with experts in similar or related fields. The focal point in the improvement of standards centres around augmenting the professional competence of the teachers to make them better equipped to initiate and carry out high quality instructional programmes. With that object in view, the Commission has agreed to provide necessary financial support during the Fifth Five Year Plan for raising the professional competence of teachers with the following programmes. The programmes have been designed to be implemented simultaneously to produce multiplying effect.

- (i) University Leadership Project (Reviewed in Section VIII of the Report).
- (ii) Refresher courses or short-term Institutes (University or State based) of about six weeks' duration each, during summer or other vacations.
- (iii) All India Advanced Level Institutes in specialized topics or subjects, of about six weeks' duration.
- (iv) English Language Teaching Institutes on All India Level, 6-8 weeks duration.
- (v) Fellowships for teachers in affiliated colleges at Rs. 250 per month as a living allowance in addition to the salary which they continue to get from the parent institution (when the teachers elect to carry out their higher studies and research at outstation centres).
- (vi) National Associateships, with provision of visits to specialized laboratories or institutes or for research work.
- (vii) Seminars, symposia, conferences etc. in specialized topics or subjects of 1-2 weeks duration.

The guidelines formulated by the Commission for the implementation of the Faculty Improvement Programmes have been given in the University Grants Commission Annual Report for the year 1975-76. These have been circulated to the universities and colleges.

4.02 Ongoing and New Programmes

The ongoing and new programmes of the University Grants Commission for support to the universities and colleges for orientation of teachers, teacher fellowships, national associateships etc., and the utilization of the services of retired teachers are reviewed below.

4.03 Seminars, Symposia, Refresher Courses, Workshops, Conferences etc.

The University Grants Commission has been supporting the efforts of universities and colleges in providing opportunities for college teachers and research workers to keep abreast of modern development in their fields of study with provision of grants towards organization of seminars, symposia, refresher courses, workshops, conferences etc. The programmes have been widely welcomed and have evoked enthusiastic response from the universities and members of the academic community as evident from the increasing number of proposals being received by the Commission. During 1976-77, 285 seminars, symposia, refresher courses, workshops, conferences, etc. were organized with University Grants Commission support. During 1977-78, 311 seminars, symposia etc. were organized as detailed below.

	<i>Humanities & Social Sciences</i>	<i>Sciences</i>
(i) Seminars	75	37
(ii) Symposia	29	4
(iii) Workshops	27	14
(iv) Refresher courses	14	8
(v) Summer Institutes	52	51
Total	197	114

4.04 Summer Institutes in English Language Teaching

The programme of Summer Institutes in English Language Teaching was initiated by the Commission in 1965 with the main objective of assisting the universities in the maintenance of standards, During 1977-78

one summer institute in English teaching for the college teachers was organized in collaboration with the Central Institute of English and Foreign Languages, Hyderabad and the British Council, New Delhi and with financial assistance from the Commission.

4.05 English Literature Seminars

Two English literature seminars covering various aspects of poetry, drama and fiction were organized in January 1978, one at the University of Baroda and the other at the Jadavpur University. The seminars were organized on all India basis under the joint auspices of the University Grants Commission, the Central Institute of English and Foreign Languages, Hyderabad and the British Council. The faculty of the seminar was drawn from universities in UK and India.

4.06 National Fellowships

Twenty National Fellowships are available for teachers of outstanding eminence to take a year or two off from normal duties to devote themselves exclusively to research and writing of results of their study. Teachers selected under the programme receive their normal salary and allowance and a fellowship allowance of Rs. 250 per month in addition to a grant of Rs. 3,000 a year for secretarial assistance, travel and contingent expenditure. During the year 1977-78, 15 awards were made under the scheme. 19 awardees including those selected earlier were working under the scheme at the end of the year. During 1977-78, a grant of Rs. two lakhs was paid to the universities and colleges under the scheme.

4.07 National Lectures

The scheme of National Lectures was initiated in 1970-71 to enable outstanding teachers and research scholars to visit different university departments for delivering a series of lectures in their special fields and to participate in the academic programmes of host universities. The Commission provides to the selected teachers an honorarium of Rs. 1,500 and a grant of Rs. 250 for preparation of lecture aids etc. in addition to travel expenses. During 1977-78, 33 teachers participated in the programme.

4.08 National Associateship

The Commission initiated a scheme of National Associateship in Sciences, Humanities and Social Sciences, Engineering and Technology and Agriculture subjects with a view to assisting outstanding university/college teachers, generally below the age of 35 years and engaged in research, to visit and work for short periods (not exceeding three months at a time) at other university centres/research institutions/national laboratories which have special facilities (e.g. research groups, laboratory/library facilities etc.) relevant to their respective fields of work and active research interest.

The Commission meets the actual cost of travel of the National Associate, once each way from his place of work to the place of host institution and back. The travel is to be taken by the class (rail, air and road to which he is normally entitled according to his institution rules). In addition, each associate will receive an allowance of Rs. 500 per calendar month to cover his living expenses either in part or full. No travel or living expenses will be available in cases where the host institution is located in the same city. Where a National Associate is required to undertake field work, a sum upto Rs. 500 may be provided in addition, in a year, depending on the nature and need for such field work. No other allowances will be available for meeting laboratory expenses or persons accompanying the visitor for any other purpose. In case of real need, the parent institution may consider giving assistance for such special grants from out of the unassigned grant or grant for support of research placed at the disposal of the university by the Commission during the plan period.

The scheme of National Associateship was started in 1971-72 initially with the awards tenable for a five year period. Beginning from the year 1975-76, the following two categories of National Associateships awards are available :

(a) Awards extending over a total of five year period

Teachers selected under this programme will be kept on the National Associateships roll for a period of five years from the date of selection and within this period the teacher concerned can plan and visit the institutions of his choice in India (including universities national laboratories and other institutions engaged in research) for a maximum of three times, once in a year for periods of not

more than three months. If a National Associate fails to undertake at least one such visit within the initial period of three years from the date of award, his name will be taken out of the National Associateship scheme roll.

(b) National Associateship extending over one year duration only

This short term award has been instituted to enable such teachers who are selected under the programme to undertake within a period of 12 months of their selection only one visit not exceeding three months, to work at any of the universities/research institutions having specialized facilities connected with their research work. Additional visits would not therefore, be allowed.

The total positions available under the five years' scheme are 300 against which 198 have been filled upto 31.3.1978. The total positions available under the one year's scheme are 100 out of which 47 have been filled upto 31.3.1978.

Recently the scope of the scheme has been widened considerably so as to enable *scientists and research scholars in national laboratories and other research institutions or agencies*, such as the Indian Council of Agricultural Research, Indian Council of Medical Research, Atomic Energy Commission, Defence Science Organisation, Indian Council of Social Science Research, Indian Council of Historical Research, etc. as well as R & D laboratories outside the university system to interact with university departments by visits and work in the university departments on mutually identified research areas, for short periods. In the case of *university and college teachers in engineering and technology subjects*, the visits could also be used for acquiring industrial experience in an industry in planning, production and other R & D activities.

The Scheme of National Associateship may also include eminent creative artists and writers working within as well as outside the university system. About 20 national associateships may be made available at a time to university academics or outside artists/experts to work at selected university centres. Provision may be made for individual artists as well as for groups of artists. The leader of the group who should be a nationally recognised eminent creative artist may be selected as a national associate, and the others in the group may be provided all the necessary facilities.

4.09 Teacher Fellowships

The teacher fellowships are meant for teachers from affiliated colleges offering undergraduate instruction in Humanities including social sciences, and science subjects. Professional colleges offering courses of medicine, agriculture, and engineering are not covered under the scheme.

Teacher fellowships are specially meant to provide opportunities for teachers to work towards either an M.Phil. or a Ph.D. degree and as such may be of two types :

- (i) Short-term fellowships of one year's duration, and
- (ii) Long-term fellowship of a duration not exceeding three years.

The teacher selected under the award is entitled to a living expense allowance of Rs. 250 per month from the University Grants Commission in case the place of research is away from his normal place of duty (in addition to his salary and all allowances being provided by college authorities) from the date of his joining research alongwith a grant of Rs. 1,500 per annum. The college concerned is entitled to the salary of the substitute who may be appointed by the college in accordance with the rules framed by the State Government or the university concerned under the present salary revision of teachers.

The Commission has decentralised the implementation of this programme and for this purpose 338 departments of universities/institutions/IITs/laboratories/BARC/TIFR and non-national laboratories and other institutions of national importance have been identified (Appendix XXII). In addition to this, grants to about 1,000 teacher fellows under centrally administered scheme have been sanctioned. The total grant paid during 1977-78 under this programme is Rs. 115.63 lakhs.

Recently the Commission decided that the departments identified under Centres of Advanced Study and Special Assistance programme may be allowed intake of five teacher fellows annually and these persons can be from the university departments and may not be required to register for a degree. Similar teacher fellowships could be available also in the institutions of national importance and national laboratories, identified for the purpose of participating in the Faculty Improvement Programme. The duration of such teacher fellows would be limited to one year and the Commission would not pay the salary of the substitutes in the case of such teacher fellows coming from university departments.

4.10 Travel Grants

Travel grants are available to the teachers in the universities/colleges and full time post-doctoral fellows for participation in international conferences and seminars. The provision for this (except for post-doctoral fellows) is included in the unassigned grants placed at the disposal of the universities. The quantum of Commission's assistance in respect of teachers in the university is limited to the extent of 50 per cent of the travel, registration and maintenance expenditure, provided the other 50 per cent is met by the university/State Government. The assistance for post-doctoral fellows is provided by the Commission directly on 100 per cent basis. Colleges can also sponsor the participation of teachers working with them in international conferences, provided they are willing to meet 50 per cent of the cost of international travel from their own or university or Government funds. In such cases, the remaining 50 per cent of the expenditure is provided by the Commission after evaluation by referees regarding the value of the research work to be presented by the teacher. On the recommendation of a committee, the Commission has decided to extend this scheme to technical personnel assisting in research in the universities on the same terms and conditions as to teachers in the universities. Only scientific/technical officers enjoying a scale of not less than Rs. 700—1,300 will be considered for such assistance. The universities/institutions have been allowed to spend up to 75 per cent of the unassigned grant towards travel and other expenditure on attending international conferences, seminars etc. in accordance with the guidelines. Preference in this regard is to be given to participation by young staff members.

In 1977-78 travel grants amounting to Rs. 2.15 lakhs were paid to the colleges to enable research fellows or scholars or teachers for attending conferences within the country and abroad. In addition to an unassigned grant of Rs. 22.71 lakhs placed at the disposal of the universities.

4.11 Travelling Fellowships or Special Visiting Professorships and Associateships for Creative Writers and Creative Artists

The Commission accepted the following recommendations of the Committee appointed by it to work out details of the scheme for travelling fellowships or special visiting professorships and associateships for creative writers and creative artists.

- (i) **The Commission should build platforms of activity which can cultivate mutual awareness in each university and back these special funds against specific proposals.** These could include exhibitions, culture festivals, seminars, art-drama-music-dance-writing workshops, and various kinds of group-interaction projects. These may include creative artists and writers within and outside the university system. To ensure fuller participation and integration of academic community, all the connected university departments viz. sociology, anthropology, rural development etc. should actively participate in such activities.
- (ii) **The Visiting Fellowships or Professorships Scheme** may be extended to cover creative artists and writers so that they can be in residence and work at a university centre for a period of three months to one year. About 20 such fellowships/professorships—one or two positions in a university may be created in university centres.

4.12 Staff Quarters and Teachers Hostels

The Commission continued to provide grants towards the construction of staff quarters and teachers hostels approved during the Fourth Plan period. Grants were also allocated to the universities for the purpose on the basis of the recommendations of the Fifth Plan visiting committees.

The Commission, with the help of a Committee, considered steps that may be taken by the Commission in order to augment residential facilities in the universities, both for purposes of enabling universities to provide residential accommodation to faculty members so that they may be recruited on an all-India basis, against the posts sanctioned by the Commission during the Fifth Plan period and also for providing residential and other facilities required by the universities for visiting faculty for various purposes, such as, faculty improvement programme, summer institutes, academic conferences etc. The Commission has accepted the recommendation made by this committee and agreed to assist the universities to construct faculty residences (both Type I and Type II) on the usual sharing basis for about 50% of the number of additional teaching posts approved by the Commission in the Fifth Plan period. Instead of three categories of residence provided earlier there are now only two types, one for professors and readers and the other for lecturers. Grants for the purpose are provided in addition to grants recommended by the Fifth Plan Visiting Committees.

In order that the universities could utilize the rental income from staff residences constructed with the grant available from the Commission, the Commission has desired that the universities may be advised to create a separate fund so that the rental income, after meeting the expenditure on maintenance of these buildings, could be utilized for construction of additional houses for faculty members. The rental income should not generally be treated as a source of general revenue of the university. The assistance to the college is included under Rs. five lakh scheme for the development of affiliated colleges.

The position of grants paid to the universities and colleges under the scheme is given in the following table.

TABLE IV .1
Grants Paid for Staff Quarters/College Hostels

	(Rupees in lakhs)		
	<i>1975-76</i>	<i>1976-77</i>	<i>1977-78</i>
Universities			
Staff Quarters	19.77 (22)*	21.16 (25)	35.36 (18)
Teachers' Hostels	7.85 (9)	1.8 (7)	5.96 (6)
Colleges			
Staff Quarters	12.36 (41)	12.69 (33)	12.38 (28)

*Figures in brackets indicate the number of universities/colleges.

4.13 Career Awards to Young Scientists

Recently the Commission has taken up a new scheme of Career Awards to Young Scientists. The purpose of the scheme is to identify young talented scientists who have established competence and good potential in their areas of specialization and to promote their professional growth by enabling them to devote all their efforts and energies early in their career for research and study with minimum encumbrances and teaching responsibilities.

Ordinarily, Career Awards will be offered for a period of three years to lecturers or readers in universities who are not more than 35 years old on the first of July of the year in which the award is made and who have completed doctoral or post-doctoral or other equivalent professional training. A candidate may, however, apply for the award before he/she has actually joined the faculty but the award will be operative only after he/she has joined.

The Commission will pay the awardees their full salary and allowances. They will continue to earn normal increments and maintain their seniority in their universities. In addition, the Commission will provide each awardee a research grant of upto Rs. one lakh (including travel costs, contingency, etc.) and two or three research fellows. Normally the universities should appoint a temporary lecturer as substitute during the tenure of the Career Award to its staff member. The awardees under the scheme should also be encouraged to take part in some teaching work of the department.

The awardee may spend the term of the award in his/her own institution or in any approved institutions in the country. During the period of the award the awardee will not be allowed to leave the country except for a maximum period of six months. Prior concurrence of the Commission will have to be obtained before accepting any foreign assignment. No assistance will be available from the Commission for meeting travel expenses or any other expenditure connected with the foreign assignment.

4.14 Visiting Professors and Visiting Appointments

The Commission reviewed the guidelines earlier prescribed for appointment of Visiting Professors. The revised guidelines as accepted by the Commission in respect of Visiting Professors/Visiting Appointments are indicated below :

- (a) A Visiting Professor should be an eminent scholar in his subject.
- (b) The maximum tenure of a Visiting Professor be one year and minimum three months.
- (c) The Visiting Professor be paid honorarium upto Rs. 3,000 per month.

~~A reliable provision be made to enable the Visiting Professor~~
to travel within the country for approved academic programmes and also for reimbursement of medical expenses, if any.

Visiting Appointments

- (a) The duration of visit should not be less than two weeks and should not exceed four months in a year.
- (b) The travel expenses would be met by the host institution.
- (c) In case of a person receiving his salary from the "parent institution", for the period of the visit, the host institution would provide hospitality and honorarium not exceeding Rs. 1,000 per month.
- (d) In the case of a person not receiving his salary from his "parent institution" for the period of his visit the "host institution" would pay an honorarium not exceeding Rs. 2,500 per month.

These guidelines would apply to the Visiting Professors invited from within the country as well as from other countries except that in the case of persons from other countries a provision may be made for payment of economy-class air-fare by direct route.

In view of the importance and value of the universities inviting Visiting faculty for short or long period for improvement of standards, the Commission has agreed that a grant of Rs. one lakh may be made available to each of the universities and the deemed universities during the plan period. This would be in addition to any provision that the universities may have also made within their fifth plan allocation. This amount should be utilized in accordance with the guidelines laid down by the Commission. It will not be necessary for the universities to refer individual cases under the scheme for approval by the Commission. During 1977-78, a grant of Rs. 8.50 lakhs was paid to the universities for visiting professorships/fellows/faculty. The implementation of the scheme is under review.

4.15 Visiting Lecturers—Honorarium

The Commission, in January, 1977 considered matters relating to payment of honorarium etc. to distinguished scholars/scientists for delivering lectures at universities under various programmes. The Commission has agreed that the honorarium payable to visiting lecturers

invited by the universities under the programme of Centres of Advanced Study/Department of Special Assistance, and All India level institutes suggested by the panels may be at Rs. 100 per lecture subject to a maximum of Rs. 400 for any one teacher in any one academic year.

Financial provision for inviting fellows may be made in the case of all departments participating under the Special Assistance Programme as in the case of Centres of Advanced Study.

4.16 Readership in Colleges

The Commission while considering the "Sen Committee Report" on conditions of service of teachers decided that as recommended by the Sen Committee, readerships/professorships be also created in selected undergraduate and postgraduate colleges and preferably in autonomous colleges. Further the Commission was of the view that the qualifications and the mode of recruitment to these posts should be the same as applicable for corresponding posts in the university departments. It was decided that as a first step, the Commission may assist the colleges to institute readerships on the condition that after the Commission's assistance ceases, the colleges or State Governments would take this over as committed expenditure.

The procedure for recruitment to the posts of readers will be the same as for corresponding posts in the universities. Assistance from the Commission for the creation of these posts will be on 100 per cent basis upto 31st March 1983.

4.17 Utilization of the Services of Retired Teachers

The scheme is intended to help universities, colleges and approved institutions to avail of the services of teachers of outstanding merit who have crossed the age of superannuation but who are still active in the field of research.

Under the rules, the awardee is expected to devote his time to academic pursuits. He is also required to give about six hours a week for contact work with the students which could be in the form of class room teaching or seminars, guiding of research scholars or special lectures etc.

retired teachers is 300. 248 teachers were working under the scheme as on 1st January 1978. 45.5 per cent of the awardees belong to the field of humanities, 30.3 per cent to science subjects, 12.5 per cent to professional subjects and 11.7 per cent to social sciences, 47 were running the first year of their award, 103 their second year, 57 their third year, 10 their fourth year and 24 their fifth year.

SECTION V

Adult, Continuing and Extension Education and Correspondence Courses

5.01 The role of the university system is not only to acquire, preserve and disseminate knowledge but also to promote a sense of social responsibility amongst the students, privileged to receive higher education, by inculcating in them desirable values and attitudes towards social problems, so that the knowledge and skills acquired by them while in the university could be usefully employed for the benefit of the society. It is therefore, important for universities to take up programmes of extension and social service as a legitimate activity by involving both students and teachers. The students and teachers bodies have to play an equally important role in mobilizing academic opinion and bringing about essential changes in the value system within the academic community in securing their involvement in programmes of national development.

The scheme of the Commission for providing academic guidance and financial support to the universities towards programmes of (a) Continuing education (b) adult education and extension work and (c) institution of correspondence courses at the undergraduate and postgraduate levels are reviewed in this section.

5.02 Continuing Education

The commission continued to implement the scheme of continuing education through universities. As stated in the earlier report, the Commission formulated guidelines which inter-alia provided for the objectives of the programme, methods, areas, organizational set-up etc. These guidelines were circulated to the universities to enable them to formulate their proposals. The Commission also agreed that the programmes of adult education may include the following :

- Professional courses;
- Courses for human relations, leadership and management skills;
- General Education courses;
- Programme for the rural community;
- Programme for workers' education;
- Cultural activities;
- Training of personnel;
- Research in adult education.

The Commission had been providing assistance to the universities on a 75 : 25 sharing basis. It has also agreed to provide assistance to the universities for this programme till the end of 1978-79.

Eighteen universities and two institutions deemed to be universities as indicated below were participating in the programme during the year under report.

Andhra University, Waltair; Bombay University, Bombay; Gujarat University, Ahmedabad; G.B. Pant University of Agriculture and Technology, Pantnagar; Gujarat Vidyapith, Ahmedabad; M.S. University of Baroda; Poona University, Poona; Rajasthan University, Jaipur; SNDT Women's University, Bombay; Sri Venkateswara University, Tirupati; Panjab University, Chandigarh; Jammu University, Jammu; Saurashtra University, Rajkot; Mysore University, Mysore; Indian School of Mines, Dhanbad; Aligarh Muslim University, Aligarh; North Eastern Hill University, Shillong; Jadavpur University, Calcutta; Jabalpur University, Jabalpur and Madras University, Madras.

In order that the universities have a better appreciation of the underlying objectives of the continuing education programme and the role of the universities in this important area, the Commission had been organizing conferences in different parts of the country. During the year under report, a conference was held at Bhubaneswar for universities in the eastern part of the country as a follow up of the conferences held earlier at Hyderabad and Simla.

On the recommendations of the conference and the thinking of the Commission, universities have been requested to bring within the purview of the programme, schemes relating to the education of people in rural, tribal and backward areas and the weaker sections of the community, as already underlined in the guidelines.

5.03 Continuing Education in Tribal Areas

A conference on continuing education in tribal areas was held at Gujarat Vidyapith, Ahmedabad in February, 1978. A number of universities and colleges located in the tribal areas participated in the conference. A committee was appointed to formulate the guidelines for the implementation of the programme of continuing education in tribal areas. The Committee also identified some universities which may be invited to

participate in the programme. The Commission has accepted the recommendations of the committee and invited proposals from the identified universities. Assistance to the universities and colleges for the implementation of the programme will be on 100% basis in respect of the programmes approved by the Commission.

5.04 Course in Andragogy

On the recommendations of the seminar on continuing education held at Poona, the University Grants Commission appointed a task force to work out the details of continuing education as a university discipline. The recommendations of the task force regarding the introduction of the two-year M.A. course in Andragogy were circulated to the universities. The Commission has agreed to provide financial assistance to the University of Madras which introduced the M.A. course in Andragogy in 1977-78.

5.05 Adult Education and Extension Programmes

The Commission agreed to implement the scheme of Adult Education through universities. The objective of the scheme is to bring universities closer to the community through on-going programmes viz. (a) farmer's functional literacy; (b) non-formal education for youth in the age group of 15-25 years; and (c) follow up reading services for neoliterate adults etc. It had been suggested that the scheme should be tried out on an experimental basis in one university. Accordingly, the University of Madras was selected for the purpose and seed money provided to it to formulate the projects of its departments and colleges.

In the joint meeting of the University Grants Commission Standing Committee on Adult/Continuing Education and the Executive Committee of the Indian University Adult Education Association held in November 1977 it was agreed that "Universities should play an active role in the development of adult education programmes with special reference to adult literacy. The number of adult illiterates in the country is staggering and socio-economic development cannot take place at a reasonable pace unless illiteracy is wiped out in the shortest possible time. Universities should come closer to the community and involve themselves in this developmental activity. Adult literacy programme should not be narrowly viewed in the sense of imparting only literacy skills to the learners. It should be related to the working and living conditions

of the learners, the challenges of the environment and the developmental needs of the various sections of the society." The joint meeting further recommended that "there should be direct involvement of both teachers and students in adult education activity. Unless this is done, adult education programmes undertaken by the universities and colleges will remain either peripheral or elitist". The meeting emphasized that social and community service should be made an integral part of the curriculum at the degree level.

The Commission appointed a working group to formulate the guidelines for the implementation of the adult education and extension programmes by the universities and colleges.* As recommended by the working group, the programme will have three components, as detailed below :

5.06 Adult Education (with Functional Literacy as an essential component)

Organization of such programme in the spirit spelt out in the Government of India's policy statement on adult education and the outline of the National Adult Education Programme should be considered the preferred activity under adult education and extension. While emphasizing the acquisition of literacy skills, adult education should also be (a) relevant to environment and local needs, (b) flexible regarding duration, time, location, institutional arrangements etc., (c) diversified in regard to curriculum, teaching and learning materials and methods, and (d) systematic in all aspects of organization.

5.07 Community Extension Service

The following activities supportive of adult education and functional literacy programmes (undertaken by the institution itself or any other agency) could be included under community service :

- (a) Creation of an environment for adult education and literacy type of programme—use should be made in this of methods of personal contact, mass media etc.

The guidelines have since been finalized and circulated to the universities and colleges. The Commission has also agreed to provide assistance on 100% basis for a period upto five years for the implementation of the projects by the universities and colleges.

- (b) Supplemental programme of instruction through audio-visual means, cultural programmes, sports and games etc.
- (c) Facilitating women's participation in functional literacy classes by taking care of their children.
- (d) Post-literacy and follow-up programmes—in urban areas where universities/colleges are situated. Post-literacy and follow-up programmes are visualized as a responsibility primarily of institutions of higher education.
- (e) Construction of adult education huts in villages where facilities for organization of adult education activities are not enough.

Besides, the usual activities such as those indicated as a part of the National Service Scheme and other programmes of community service should continue to be undertaken.

5.08 Educational Extension

The academic resource available in universities/colleges should be extended to the community, particularly for the educational programmes. In the context of National Adult Education Programme, extension activities should comprise namely :

- (a) Surveys—these would include benchmark surveys to serve as the basis for evaluation and survey of the learning needs of the community.
- (b) Preparation of curriculum and teaching/learning materials for adult education and literacy programmes.
- (c) Organization of training for various categories of functionaries, as well as orientation programmes for the senior government officials, leaders of public opinion and other groups.
- (d) Production of reading material for neoliterates particularly to promote a spirit of scientific inquiry, a sense of national and social integration and an understanding of the problems of family life, health and family welfare, various occupations, civic and political problems etc.
- (e) Evaluation and research supportive of the adult education and literacy programmes.

Besides, educational extension work may be in the nature of universities working with the colleges and universities as well as colleges working with the secondary and elementary schools in the neighbourhood and help them to improve standards by inservice education of teachers, sharing of facilities, provision of enrichment programmes for students and discovery and cultivation of talent.

5.09 Student and Teacher Participation

The working group has emphasized the fullest participation of students and teachers in the above programmes.

The major thrust for adult education programmes should emanate from the students of the first and second year of the undergraduate courses. It would be desirable to keep student participation voluntary—although, of course, students who volunteer could be given special recognition to motivate others to volunteer.

It is also important that teachers are involved. The degree of involvement, its nature, content and stages will have to be precisely defined so that the scheme does not suffer a setback later. A certain specified number of hours per week for teachers involved in this work may be set aside instead of making these activities the exclusive responsibility of a teacher or groups of teachers on a whole time basis.

5.10 Correspondence Courses

The objective of correspondence education is to provide an alternative method of education to enable a large number of persons with necessary aptitude to acquire further knowledge and improve their professional competence. Correspondence courses are thus intended to cater for (a) students who had to discontinue their formal education owing to pecuniary and other circumstances, (b) students in geographically remote areas, (c) students who had to discontinue education because of lack of aptitude and motivation but who may later on become motivated, (d) students who cannot find a seat or do not wish to join a regular college or university department, although they have the necessary qualifications to pursue higher education, and (e) individuals who look upon education as a life-time activity and may either like to refresh their knowledge in an existing discipline or to acquire knowledge in a new area.

Correspondence courses have been approved in 21 universities and one institution deemed to be university as indicated below :

TABLE V. 1

<i>Sr. No.</i>	<i>Name of the University</i>	<i>Courses offered*</i>
1.	Allahabad	B.A./B.Com.
2.	Andhra	B.A./B.Com./M.A. Economics, M.Com.
3.	Bhopal	B.A./B.Com.
4.	Bombay	B.A./B.Com., M.A., M. Com., M.Sc.
5.	Delhi	B.A./B.Com., M.A. in Hindi and Political Science
6.	Himachal Pradesh	B.A., M.A. in English, Hindi, Sanskrit, History, Economics, Political Science, M.Ed., M.Com.
7.	Jammu	B.A./B.Com., B.Ed.
8.	Kashmir	B.A./B.Com., B.Ed.
9.	Madurai	B.A./B.Com., M.A., M.Com., BGL
10.	Meerut	B.A.
11.	Mysore	B.A., B.Com., BGL, M.A. in English, Kannada, History, Political Science and Sociology, B.Ed.
12.	Panjab	B.A., B. Com., M.A. in English, Public Adminis- tration, Economics, Political Science and History

Table V. I (Contd.)

<i>S. No.</i>	<i>Name of the University</i>	<i>Courses offered *</i>
13.	Punjabi	B.A., M.A. in Punjabi, English, History, Political Science and Economics M. Com.
14.	Rajasthan	B.A., B. Com., M.A. in History and Political Science, B. Ed., Hindi, Sociology, Public Administration, Economics,
15.	Sri Venkateswara	B.A. and B. Com.
16.	Utkal	B.A.
17.	Osmania	B.A. and B. Com.
18.	Udaipur	B.A.
19.	Annamalai	B.A.
20.	Gujarat	B.A.
21.	S.N.D.T. Women's	B.A.
22.	Central Institute of English and Foreign Languages, Hyderabad	Postgraduate Certificate in the teaching of English, M.A. in Russian, French and German.

The Commission has laid down guidelines for the introduction of correspondence courses at the undergraduate and postgraduate levels. The guidelines, inter-alia, provide that :

- (a) Ordinarily, correspondence courses at the undergraduate level should be introduced by only one university in a state except when a university proposes to introduce correspondence course in a new faculty at the undergraduate level or when the university already offering correspondence courses reaches the optimum size (say an enrolment of 10,000) or for other valid reasons.

* Assistance is provided by the Commission for courses specially approved for the purpose.

- (b) Correspondence courses should be started only by universities which have well-established teaching departments noted for their high standards for in the absence of good teaching departments, standards are likely to suffer.

The academic responsibility for the contents of the correspondence courses in any given subject, and its standard, must be taken by the corresponding subject department in the university.

- (c) It should be compulsory for every student enrolled in correspondence course to return a certain number of response sheets, say 20 every year suitably spread over various subjects.
- (d) High priority should be given to the setting up of study centres in areas where there is a concentration of students.
- (e) The provision of contact programmes should be an essential feature of correspondence courses in order that the mind of the student is exposed to the mind of the teacher through lectures, tutorials, seminars and other forms of discussion.
- (f) Grants for the introduction of correspondence courses at the undergraduate level should be earmarked for such programmes, as contact programmes, study centres, writing of lessons, core staff and library facilities.
- (g) Correspondence courses at the postgraduate level should be started only in those universities which have experience of running undergraduate correspondence courses properly for at least three years. The basis of grants and assesment by visiting committees should be the same as at the undergraduate level but the ceiling of University Grants Commission assistance will be Rs. one lakh per subject per annum for a period of five years. The grants should be for core staff, preparation of reading materials, contact programmes, provision of visiting lecturers, books and journals and postal library services.

The proposals from the universities of Kerala*, Karnatak, Patna, Poona and the Indian School of Mines, Dhanbad are under the consideration of the Commission. The proposals received from the universities for the introduction of correspondence courses are being processed in the light of the guidelines.

* The proposal has since been accepted.

The Commission has agreed to organize two workshops on distance education at Chandigarh and Madurai, in collaboration with the British Council, to discuss measures for improvement of correspondence education with special reference to the preparation of instructional materials, evaluation and media taxonomy. Representatives of universities having correspondence course programmes have been invited to participate in the seminars.

SECTION VI

Cultural Exchange Programmes and International Collaboration

6.01 Cultural Exchange Programmes

The University Grants Commission continued to implement items of the cultural exchange agreements entered into by the Government of India with foreign Governments as are assigned to it as in the previous years. These programmes involve exchange of teachers/scholars for lecture-cum-study, exchange of views, scholarships and fellowships, development of bilateral academic links, organization of joint seminars and training (both for short and long periods) and provision of foreign language teachers in the universities. During the year 1977-78, 52 academics from foreign countries visited India under these programmes. The corresponding number of Indian members who went abroad was 46. The main purpose of implementing these programmes is to promote academic and scientific contacts and exchange of visits by teachers, scholars and scientists so as to have an idea of the developments which are taking place in different countries in various fields of higher education. These programmes also help to project the image of India in educational, scientific and cultural fields and also provide the foreign countries an idea of the progress achieved by India in the advancement of higher education and research. The visits to foreign countries also help the Indian teachers and scholars to keep themselves abreast of the developments that are taking place in foreign countries in teaching and research and updating their knowledge eventually enabling the institutions to raise their standards of teaching and research.

The cultural exchange programmes have for quite sometime been confined to general exchange of visits by academics from both sides. These exchanges have to a certain extent helped in initiating preliminary dialogue between the academics of the two countries. However, the Commission's emphasis in implementing these programmes has now shifted to development of bilateral academic links in identified fields. The Commission is not in favour of developing comprehensive links between universities in India and those in foreign countries as it considers this type of collaboration to be financially expensive and of doubtful academic value. What the Commission prefers is a discipline to discipline

link between universities in India and those in foreign countries. The identification of priority areas for academic collaboration enables best possible utilization of scarce human and material resources. Once priority areas have been identified the institutions in the two countries could be specified on the basis of work done by them in those fields for undertaking collaborative programme which may involve exchange of visits of academics, training programmes and implementation of joint research programmes. It is not necessary that the academic link may be between a single institution in India and the foreign countries concerned. One such institution in each country could be made the focal point and others which are doing work in that field could also collaborate. Areas of priority interest for collaboration have been identified in the case of Union of Soviet Socialist Republics, Czechoslovakia, Hungary, German Democratic Republic, Federal Republic of Germany, France, Belgium, and Romania. Efforts are being made to identify specific areas of collaboration in the case of other countries also.

A three-member delegation from German Democratic Republic visited India for the purpose of identifying areas for collaboration between institutions of higher education in the two countries and the specified areas have been incorporated in the cultural exchange programme for implementation. Another three-member delegation from Jordan also visited India during the year under review for exchange of views and studying the educational system in this country. A delegation of six academics headed by the Vice-Chancellor, Jadavpur University, visited Iraq in March, 1978 to explore the possibility of developing academic collaboration with universities in Iraq in specified fields. The report of the delegation is being examined.

A seven-member delegation of academics from India participated in an Indo-Hungarian Colloquium on Molecular Biology held in Budapest in December, 1977. It has been decided that India and France will organize two joint seminars* — (i) Educational Planning and Policies in France; and (ii) Problems of Urban Growth in India. Similarly, in terms of the Indo-Soviet Cultural Exchange Programmes, two joint seminars** are to be organized — (i) Management of State/Public

* The former was organized in Paris in May, 1978 and the latter is to be held in India towards the end of 1978.

** The former was held in India in April, 1978 and was latter was organised in the Union of Soviet Socialist Republics in October, 1978.

Enterprises in India and the Union of Soviet Socialist Republics to be held in India, and (ii) Problems of Regional Planning and National Development to be held in the Union of Soviet Socialist Republics.

During the year under report, the Commission recommended teachers/students for the award of fellowships/scholarships for higher studies in Federal Republic of Germany, France and Union of Soviet Socialist Republics in terms of the provisions of the cultural exchange programmes with these countries. Foreign language teachers were allocated to universities for teaching foreign language to the students. Foreign language teachers are available for Russian, German, Hungarian, Romanian, Korean, French and Serbo-Croatian languages to universities in India.

The Commission nominated Indian academics for visit to France under the CSIR—CNRS exchange programme under which a period of 200 man-days has been made available to the University Grants Commission. As in the case of cultural exchange programme, the to and fro travel expenses are met by the University Grants Commission whereas the hospitality and internal travel in France are provided by the CNRS, France.

During the year under report Professor Satish Chandra, Chairman UGC and Sh. R.K. Chhabra Secretary, UGC visited Bangla Desh on an invitation from the Chairman, UGC and Advisor, Bangla Desh to study the working of the UGC in Bangla Desh.

6.02 Indo-British Universities Collaboration Programme

The programme provides for the development of academic collaboration between selected universities in India and United Kingdom in identified fields. This programme has made good progress during the period under review. There has been exchange of academics from both sides and joint research programmes have been undertaken for implementation. The universities in India have also been supplied sophisticated equipment (not available indigenously) required for the implementation of the programme under Colombo Plan. The concept underlying the Indo-British Universities Collaboration Programme had been reviewed in consultation with the British Council and it had been decided that detailed time-bound project plans should be formulated on the basis of reciprocal exploratory visits and that these plans should then be submitted to University Grants Commission and the India committee for approval. For new proposals, priority should be given to those subjects generally but not exclusively in scientific and technical fields

(including those of agriculture and education) in which collaborative programme of teaching and research could have useful developmental attributes. The programmes should have a fair geographical spread and a wide coverage of universities rather than a concentration of programmes within a few institutions. In the light of this policy, the question of taking up additional bilateral academic links between the universities in the two countries in the specified fields in humanities, social sciences and science subjects is under consideration. The Commission has undertaken a review of the existing joint research programmes undertaken by universities under this scheme with a view to assessing the progress made and also to determine their continuation in the second phase.

The programme for providing assistance to university and college teachers for collection of source material (not available in India) from United Kingdom for their research work continued during the year. The international travel of the Indian teacher is provided by the University Grants Commission and his hospitality and internal travel in United Kingdom are taken care of by the British Council. Four teachers visited United Kingdom under this programme during 1977-78.

6.03 Indo-United States Fellowship Programme

The programme initiated in 1975-76 was continued in 1977-78. The University Grants Commission was allocated seven fellowships for Indian scholars to go to United States of America for advanced post-doctoral research work. One of the fellowships was converted into three visitorships of 13 weeks each. The duration of fellowships is ten months. Nine Indian scholars visited United States of America under this programme—six for a full-term of ten months and three for a period of 13 weeks each. The Commission decided that the Indian academics visiting United States of America under a visitorship may visit Mexico also for a period of two-three weeks for delivering lectures and exchanging views with academics in Mexico in terms of the Indo-Mexican cultural exchange programme. Two Indian academics visited Mexico in continuation of their visit to the United States of America.

The Commission offered ten fellowships to American nationals for visiting India for their research work under this programme.

The Council of Scientific and Industrial Research allocated 150 man-days for the visit of Indian scholars to United States of America under

the Council of Scientific and Industrial Research—United States Exchange of Scientists Programme. The period of visit of a scholar is not to exceed four weeks. The Commission nominated five academics for a visit to United States of America under this programme.

6.04 Commonwealth Academic Staff Fellowships or Scholarships

The University Grants Commission has been coordinating with Commonwealth Scholarship Commission in United Kingdom in making nominations for the Commonwealth Academic Staff fellowships or scholarships to enable promising staff members in Indian universities to obtain experience in a university or similar institution in the United Kingdom. A beginning in this direction was made in 1969-70. The Commonwealth Academic Staff fellowships are intended primarily, though not exclusively, to help universities in developing Commonwealth countries to enhance the experience of their academic staff. Though no special areas of study have been identified, the fields of medicine and surgery have been excluded as facilities are already available under the Commonwealth Medical Awards for the purpose.

For the year 1977-78, out of 167 nominations received, the University Grants Commission recommended twenty-seven scholars for fellowships and sixteen scholars for scholarships. The Commonwealth Scholarship Commission in the United Kingdom has finally selected fourteen candidates for fellowships and four for scholarships.

6.05 Programme of Exchange of Visits by Younger Scientists and Social Scientists between India and the United Kingdom

The programme of exchange of visits by younger scientists between India and the United Kingdom began in 1963, initially with provision for six places each way. Subsequently this number was raised to eight and on the basis of periodical reviews of the benefits accruing to the participating scientists and institutions under this programme the number of places available has been increased to twenty, making provision for five places for social scientists also to participate in the programme.

The programme enables young scientists in the age group of 25 to 35 years in the universities in India and the United Kingdom who have shown potential and promise of teaching and research work in their chosen areas, to spend upto three months in one or more laboratories in the host

country for exchange of ideas regarding education and research and to establish worth-while contacts. The opportunity of working with the university research groups has long-range significance and value in promotion of contacts at working level between the scientists and social scientists in the universities in India and United Kingdom. Generally, it is expected that the visiting scientists or social scientists would spend about one-half to two-third of their total period of three months visit to work in an institution best suited for their scientific, educational and research interests and utilize the remaining part of their time to visit two or three other institutions engaged in work in the area of specialization.

In the case of visits by Indian scholars and scientists, the University Grants Commission meets the expenditure on return economy class air-fare, by direct route to London and back and the British Council provides allowances to meet expenditure towards board and lodging for the period of their stay in United Kingdom. In the case of visits by British scholars and scientists, the British Council meets the expenditure on the return air-fare to India and back and the University Grants Commission provides allowances for their stay in India.

6.06 Scheme for assisting Universities for Inviting Indian Scholars Working Abroad

The Commission has initiated a scheme of assistance for Indian scholars working in universities abroad who are invited by universities in India during their sabbatical leave period. The Commission's assistance is available to enable these scholars to spend either part or whole of their sabbatical leave period for teaching and research in Indian universities. Such assignment under the scheme should be for a period not less than a term (three months) during the academic year and should not exceed one academic year in any case. The scholars are paid an honorarium of Rs. 1,000 per month for the period of their work in the Indian universities. There is no provision ordinarily towards the cost of international travel. The Commission provides necessary assistance to the university to meet the admissible expenditure towards payment of honorarium and travel within India in connection with approved programmes at other universities engaged in work in the subject of the scholars' research interest. During 1977-78 ten proposals were received under this scheme.

6.07 Colombo Plan

Under the Colombo Plan, information relating to various courses from Commonwealth countries is received through the Government of India. The material is circulated to universities for sending nominations. The preliminary selection is made by the Government of India and final selection rests with the sponsoring agency. The Commission has no financial liability. During 1977-78, information material was received for eight courses.

6.08 UNESCO Programme

The information material regarding various programmes/courses received from the Ministry of Education and Social Welfare, Ministry of Finance and the Ministry of External Affairs etc. is circulated to universities/institutions for their information and for the submission of applications of suitable candidates, if any, direct to the organizers of the course. The University Grants Commission does not have any financial liability. As regards the courses conducted by the International Centre for Theoretical Physics, Trieste, Italy, the nominations of candidates/scholars are done by them under intimation to the University Grants Commission. Keeping in view the availability of funds, the University Grants Commission supports the candidature of normally two or three candidates for whom air-fare (economy class to and from Trieste) to the extent of 50% is borne by the University Grants Commission, subject to the condition that the ICTP meets the other half. During 1977-78 the University Grants Commission agreed to support nine scholars for air-fare (50%) for attending two such courses at ICTP, Trieste.

6.09 UNESCO/UNDP Assistance Programme for Selected University Departments

Consequent upon the successful implementation of the programme of UNESCO/UNDP assistance to the Centres of Advanced Study from 1964-65 to 1973-74 and evaluation of the benefits accruing from it in the development of the scientific research potential in this country, the UNESCO/UNDP approved from October, 1975 another programme of assistance to selected university departments spread over a period of 18 months at a total cost of \$ 771,900 to help in development of the R & D potential of the following nine selected university departments.

- (i) Department of Chemistry—Rajasthan University.
- (ii) Department of Chemistry—Calcutta University.
- (iii) Department of Physical Chemistry—Madras University.
- (iv) Department of Inorganic and Physical Chemistry—Indian Institute of Science, Bangalore.
- (v) Department of Geology—Andhra University.
- (vi) Department of Geology—Jadavpur University.
- (vii) Department of Biochemistry—M.S. University of Baroda.
- (viii) Department of Biochemistry—Lucknow University.
- (ix) Department of Physics—Andhra University

These departments, engaged in manpower training and development-oriented research, worked in close collaboration with appropriate user agencies including industries to endeavour to meet the demands, to some extent, of scientific manpower, geared to developmental effort.

The assistance made available during 1977-78 was as under :

- (a) Five consultants visited the departments.
- (b) 13 teachers from the departments availed of UNESCO fellowships and
- (c) Equipment amounting to Rs 94,569 had been supplied by UNESCO to the departments

During November-December, 1977 an UNESCO evaluation mission visited these departments to evaluate the work done under the programme and to recommend further assistance for the second phase of the programme. The mission has recommended the second phase assistance amounting to \$ 2,485,475 spread over a period of three years beginning from October, 1978. As recommended by the mission on the basis of its findings, two departments (Nos. i and iii above) which received the assistance in the first phase have been replaced by two other departments (Department of Zoology, Calcutta University and Molecular Biophysics, Indian Institute of Science, Bangalore) which have been recommended to be included under the special assistance programme in the second phase. A project document on the basis of suggestions of UNDP mission has been submitted to UNESCO/UNDP through the Ministry of Education and Social Welfare.

6.10 UNESCO Sponsored Courses

In view of a number of very advanced research institutions in basic sciences with excellent facilities for training and a recognized international scientific standard in India, the UNESCO invited University Grants Commission to participate in UNESCO's International Postgraduate Training Programme.

Accordingly, the following two International Postgraduate Training courses were organized during 1977-78 for the benefit of the participants from other member states in South Asia region

- (i) First International Postgraduate Training course in Vacuum Techniques and Applications by the department of Physics, University of Bombay in collaboration with Bhabha Atomic Research Centre (from September, 1977 for six months duration).
- (ii) Third International Postgraduate Training course in 'Himalayan Geology' by the Centre of Advanced Study in Geology, Panjab University, Chandigarh (from January, 1978 for four months duration).

The expenditure including travel for foreign participants is met by UNESCO and for participants from Indian universities institutions by the University Grants Commission.

On the basis of recommendations of various science subject panels, a few more proposals have been forwarded to UNESCO for consideration.

SECTION VII

Development of Universities

7.01 The approach of the Commission to the development programmes of universities was out-lined in Section II of the University Grants Commission report for the year 1975-76. The main emphasis has been on consolidation, flexibility and re-orientation of the existing departments toward social needs, especially those of the under-developed sections and more particularly those living in the rural areas.

Though the University Grants Commission is at present concerned directly only with the development of higher education in universities other than agricultural universities and Gujarat Ayurveda University*, nevertheless, through a number of programmes and projects it has been striving to help in providing inter-linkages between agriculture, technology, medical sciences, humanities, social sciences and sciences as no branch of higher education can develop fully in isolation.

In regard to the maintenance of standards and coordination of work or facilities in universities, the University Grants Commission has been conscious of the fact that best results would be achieved by developing simultaneously the physical infrastructure of classrooms, libraries, laboratories, hostels etc. A substantial investment is required to ensure minimum facilities even in selected institutions with sufficient regional spread. The Commission had tried to utilize the limited resources available to it in the best possible manner by bearing this in mind.

The Commission pays development grants to the State Universities** but in respect of the Central Universities the Commission pays maintenance as well as development grants. Development grants to the Universities for the fifth plan period were paid on the basis of proposals made

* Leaving out the agricultural and technological universities, Gujarat Ayurveda University and six universities that have not yet been declared fit to receive assistance under Section 12(A) of the UGC Act, the Commission is concerned directly with only 78 of the 105 universities at the end of 1977-78.

** Maintenance grants are paid to four institutions deemed to be Universities viz. Jamia Millia Islamia, Indian Institute of Science, Bangalore, Tata Institute of Social Sciences, Bombay and Central Institute of English and Foreign Languages, Hyderabad and the Roorkee University Centre for Water Resources - Development Training.

by the universities and accepted by the Commission on the basis of evaluation by expert committees. This included continuing schemes from earlier plans relating to the construction of academic buildings, library buildings, staff quarters, teachers hostels, student hostels, study homes, non-resident student centres, purchase of books, journals and equipment, appointment of additional teaching staff and other miscellaneous schemes approved by the Commission.

The maintenance grants are paid to the Central Universities in terms of the statutory provision under Section 12(b) of the UGC Act to meet deficit after taking into account salaries of teaching and non-teaching staff, maintenance of laboratories, libraries and other day to day requirements of the universities including funds for the retirement benefits of the employees. It also includes the institutions for professional education i.e. (Aligarh Muslim University—technical and medical; Banaras Hindu University—technical, medical and agricultural, and Visva-Bharati—agricultural). In addition, the maintenance of the hospitals attached to medical colleges at the Aligarh and Banaras Universities is also met out of the maintenance grants. Grants paid to the Jawaharlal Nehru University, North Eastern Hill University, Shillong and the University of Hyderabad are meant essentially for their establishment in the first phase.

It may also be noted that the Commission pays development grants to the Central Universities on cent per cent basis whereas in the case of State Universities the matching share, contingent in various schemes, is paid by the universities/State Governments. Thus the total amount available to the state universities for development purpose is higher than indicated by figures of university-wise allocation which represents the Commission's share only. However, the utilization of plan funds by the State universities remains inadequate or is sometimes delayed by the fact that State Universities are required to provide matching contribution and also assurance from the State Government regarding the maintenance of faculty positions after the assistance from the Commission ceases.

7.02 Non-Plan and Plan Grants to the Universities

The break-up of grants paid to the universities during 1974-75, 1975-76, 1976-77, and 1977-78 in respect of both non-plan and plan expenditure is given in Table VII.1 (see page 90).

TABLE VII.1

Amount in lakhs of Rupees				
	1974-75	1975-76	1976-77	1977-78
<i>I. Non-Plan Project</i>				
1	2	3	4	5

A. Administration Charges**

B. Block grants to institutions

(i) Central Universities 1,200.00 1,721.00 1,950.00 2,035.00

(ii) Institutions deemed to be universities

(iii) Grants paid to universities/institutions

for specific purposes

C. (i) Maintenance grants to constituent/affiliated colleges of Delhi University

Revision of pay scales 153.14

(ii) and additional dearness allowance to academic and non-academic staff.

D. Schemes not covered under block grants**

Total : Non-Plan 2,131.42 2,918.02 3,202.98 3,409.76

II Plan Project

A. Grants to central & state universities

for humanities 326.38 304.82 554.72 443.71

B. Grants to central & state universities

for science 598.83 776.14 1,158.84 1,060.85

state universities

for science

TABLE VII.1 (contd.)

	1	2	3	4	5
C. Grants to central & state universities for Engineering & Technology (including engineering colleges)	270.93 0.09*	393.34 0.31*	577.78 0.10*	442.31 0.15*	
D. Grant to constituent affiliated colleges	381.07 0.09*	277.34 0.29*	335.70 0.66*	1,199.98 0.56*	
E. Grants to central and state universities for Miscellaneous schemes	897.41 7.88*	1,072.82 4.39*	1,197.37 2.97*	1,253.76 0.90*	
F. Miscellaneous expenditure	16.17 0.06*	23.42 —	31.23 —	38.61 —	
Total Plan	2,490.79 19.89*	2,847.88 12.71*	3,849.65 7.35*	4,439.22 5.05*	
GRAND TOTAL: NON-PLAN & PLAN****	4,622.21 19.89*	5,765.90 15.69*	7,052.63 39.74*	7,848.98 30.26*	

A Statement of total development grants disbursed by the UGC to each university (State wise) is given in Appendix XXV

7.03 Grants to Central Universities

Grants paid by the Commission towards the maintenance of Central Universities (non-plan) during 1974-75, 1975-76, 1976-77 and 1977-78 are indicated in Table VII. 2 (see page 92)

* By adjustment

** These include revision of pay scales and additional dearness allowance to academic and non-academic staff

*** The figures do not include the administration charges of UGC amounting to Rs. 58.69 lakhs, 63.62 lakhs, 66.68 lakhs & 71.52 lakhs during the years 1974-75, 1975-76, 1976-77 and 1977-78 respectively under budget head 'A'.

**** From 1977-78 basic grants to colleges for books, journals and equipment and grants for the development of playfields have been included under budget head 'D' and hence the figures are not comparable with those of earlier years

TABLE VII.2

	<i>Amount in lakhs of Rupees</i>			
	<i>1974-75</i>	<i>1975-76</i>	<i>1976-77</i>	<i>1977-78</i>
1. Aligarh Muslim University	325.00	500.00	557.50	585.37
2. Banaras Hindu University	445.00	650.00	717.50	746.01
3. Delhi University	225.00	301.00	365.00	378.11
4. Jawaharlal Nehru University	113.00	143.00	165.00	173.25
5. Visva-Bharati	92.00	127.00	145.00	152.25
Total	1,200.00	1,721.00	1,950.00	2,035.00

The Commission also continued to provide grants under Plan expenditure to the Banaras Hindu University, Aligarh Muslim University and Delhi University for medical education. The following grants were paid in 1977-78.

TABLE VII.3

	<i>Amount in lakhs of Rupees</i>	
	<i>Medical Colleges</i>	<i>Hospitals</i>
1. Aligarh Muslim University	11.49	0.85
2. Banaras Hindu University	21.61	37.48
3. Delhi University College of Medical Sciences *	27.50	—

The maintenance expenditure of the medical colleges at the Aligarh Muslim University and the Banaras Hindu University and the attached hospitals was met out of block grant of the universities.

* The establishment of the Medical College was necessitated by the fact that a large number of students who had passed the pre-medical examination of the Delhi University, securing high first class marks, could not secure admission to the existing Medical Colleges on account of limited number of seats. The college will ultimately be taken over by the Delhi Administration.

The Commission also continued to pay grants to the central universities for their campus development. During 1977-78, a grant of Rs. 19.29 lakhs was sanctioned for the purpose. A grants of Rs. 48.55 lakhs was also paid to the state universities for campus development during the year.

7.04 Grants for Plan Projects

Development proposals of the universities in the fifth plan period were accepted on the basis of the recommendations of the visiting committees keeping in view the availability of resources. The visiting committees consist of experts in various fields of specialization who are generally drawn from the university system and have, therefore, intimate knowledge of the needs and requirements of individual departments, inter-disciplinary approaches and the general direction in which the university should move in order to improve its standards of teaching and research. In the fifth plan period, it was decided to associate a representative of the state government with the work of the visiting committees so that the state governments become fully involved in the development programmes of the universities even at the initial stage of planning. The visiting committees were specially asked to take a coordinated view of the development of the universities within a state. This procedure ensured the largest measure of participation by the academic community in planning and in determining priorities and programmes and in bringing about co-ordination as well as the optimum utilization of resources.

The following grants were paid to the universities and institutions deemed to be universities during 1974-75, 1975-76, 1976-77 and 1977-78.

TABLE VII. 4

	<i>Rupees in lakhs*</i>			
<i>Purpose</i>	<i>1974-75</i>	<i>1975-76</i>	<i>1976-77</i>	<i>1977-78</i>
1. *Science departments	609.07	781.88	1,162.36	1,063.51
2. *Humanities & Social Sciences	327.91	306.82	554.82	444.49
3. *Engineering & Technology	271.02	393.64	577.88	442.46
4. **Miscellaneous Schemes	905.28	1,077.21	1,194.34	1,254.66

* The figures include research fellowships and support for departmental projects and miscellaneous schemes etc. and hence do not tally with those given in subsequent
(Contd. Page 94)

7.05 Grants for Development of Science

The assistance given to the universities and colleges for science education and research during 1974-75, 1975-76, 1976-77 and 1977-78 is indicated in Table VII. 5. (see page 95).

It will be seen from this table that in 1977-78, the payment of grants was lower as compared to 1976-77. As a proportion of the total expenditure on science education and research, the maximum amount was spent on equipment, books & journals and buildings. The expenditure on staff has been rather unsatisfactory. The total expenditure during the year 1974-75 to 1977-78 shows the same trend

7.06 Regional Instrumentation Centres

The Commission has a scheme for supporting regional instrumentation centres to be established in appropriate locations for taking up (i) servicing and maintenance activities (ii) service facilities and (iii) instrumentation development work. The regional centres would have essential inter-faces with the local industries, R & D institutions and the regional offices of the Central Scientific Instruments Organisation of the CSIR.

During the year 1977-78, the Commission agreed to provide assistance for the establishment of Western Regional Instrumentation Centre at Bombay university. The assistance will be provided upto the end of 1983-84 and thereafter, it would be treated as committed expenditure and grants paid out of the non-plan funds (since the centre would provide inter-state facilities)

(Contd. from p. 93)

tables in respect of science departments, humanities and social sciences and engineering and technology.

* This has, in fact, reference to grants paid to the Central and State Universities for various schemes including important Programmes such as (a) Examination reforms, restructuring of courses, correspondence courses, adult and continuing education. (b) Summer institutes/seminars, faculty awards, teacher fellowships, cultural and bilateral exchange programmes, establishment of chairs, (c) college science improvement programme and college humanities and social sciences improvement programme. (d) Guest houses, (e) Student welfare programmes including study homes, health centres and non-residential student centres, scholarships, (f) Medical colleges of central universities including hospitals attached to them, (g) Grants to central universities for development and (h) Miscellaneous including printing, presses, common facilities including publications grant, other academic programmes and unassigned grants. Details of grants under these schemes are given in Appendix XXIV

TABLE VII.5

Grants for the Development of Science

Sl. No.	Item of Expenditure									Total	
		1974-75	%	1975-76	%	1976-77	%	1977-78	%	Exp. 74-75 to 77-78	%
1	2	3	4	5	6	7	8	9	10	11	12
1.	Staff	59.81	14	12.92	2	161.48	19	48.35	7	282.56	11
2.	Equipment	174.97	39	268.09	50	332.16	39	320.22	44	1095.44	43
3.	Books & Journals	54.54	12	101.30	19	125.28	15	170.93	23	452.05	18
4.	Buildings	80.15	17	52.52	10	77.30	9	107.75	15	317.72	12
5.	Centres for Advanced Study	50.07	10	36.65	7	85.12	10	17.69	2	189.53	7
6.	Special assistance to selected departments	36.41		57.12	11	59.03		59.76	8	212.92	8
7.	Other schemes	2.39	1	6.70	1	4.16	1	10.07	1	23.32	1
8.	Total	458.34	100	535.90	100	844.53	100	734.77	100	2573.54	100

7.07 University Service & Instrumentation Centre (USIC)

The functions of the university service and instrumentation centre are to provide facilities to repair and service instruments as also analytical services. Proposals were invited from all the universities. These will be processed by the University Grants Commission standing committee on instrumentation, which has also laid down the guidelines for the purpose.

The Commission has agreed that additional assistance to be provided to a university for USIC after taking into account the provision made in the fifth plan may be treated as grant outside the plan allocation of the university.

7.08 Science Education Centres

The main objective of the establishment of Science Education Centre is to promote the teaching of science, innovative programmes at the university level, design and fabrication of tools required for science teachers production of materials including text-books, laboratory manuals. etc.

The Commission has approved the establishment of Science Education Centres at the Madurai and Rajasthan Universities. A grant of Rs. five lakhs has been sanctioned to each of these universities as "seed money". Expert committees will visit the centres for evaluating their programmes and performance.

7.09 Foreign Exchange for Import of Scientific Equipment

The Commission continued to provide during 1977-78 foreign exchange to the universities and colleges for the import of laboratory equipment from out of the allocation made to it by the Government of India through the Ministry of Education. Foreign exchange worth Rs. 239 lakhs (foreign credit Rs. 1,60,93,274 plus free resources Rs. 77,64,184 plus Rs. 21,535 Rupee payment area) was utilized by the Commission during the year under review from foreign credits, free resources and rupee payment area.

7.10 UNESCO Coupons

The Commission purchased UNESCO Coupons worth Rs. 3.90 lakhs equivalent to \$ 43,864 and released to the universities/colleges coupons worth Rs. 5,11,649 equivalent to \$ 56,565. The UNESCO Coupons are

allotted to the colleges/universities for the import of spare parts, accessories, ancillary equipment and chemicals.

7.11 Development of Wild Life and Research in Universities

A workshop on Wild Life studies sponsored by the University Grants Commission was held at the North Eastern Hill University, Shillong from 6th to 8th October 1976.

The Workshop brought into focus the present status of studies on wild life in India, the need and urgency of promoting studies on wild life conservation and management and the effective role in this important area of biological sciences. The recommendations are being used as a plan for action by the Commission. In pursuance of the deliberations of the workshop, following action was taken :

- (i) A special training programme in Wild Life Biology sponsored by the Commission was organized at the Centre of Wild Life Studies, Indian Institute of Science, Bangalore from 1st January 1978 to 30th June 1978. The training programme aimed at training resource personnel to initiate activity in the field of Wild Life Biology in the undergraduate colleges. 15 university and college teachers from different regions of the country were selected to participate in the programme. The programme included three months of training carried out in field at Mudumalai and Mundathurai Wild Life Sanctuaries with the cooperation of the Karnataka and Tamil Nadu Forest Departments. The course also received assistance from World Wild Life Fund and professional people in wild life. The training programme provided strong theoretical underpinning to the research in Ecology and strong field orientation to the participants. This is to be followed by a three month project work by the participants.
- (ii) A workshop on wild life study at the Northern Regional Station of the Zoological Survey of India at Dehradun was also organized under the auspices of the Zoological Survey of India and the Commission in January 1978. The objectives of the workshop were as follows :
 - Group discussion on wild life population.
 - Census and monitoring.
 - Status survey of endangered species with

special reference to the methodology to be adopted under Indian conditions.

Pollution and Wild Life.

Wild Life conservation and management.

7.12 Grants for the Development of Humanities and Social Sciences

The grants paid to the universities during 1974-75, 1975-76, 1976-77 and 1977-78 for the development of Humanities and Social Sciences are indicated in the Table VII. 6 (See page 99).

It will be noted from this table that expenditure picked up in respect of all the items except buildings during the year 1976-77 as compared to the first two years of the fifth plan, but there was a shortfall during the year 1977-78. As compared to the expenditure on the development of science departments, the expenditure on the humanities and social science departments was on the whole lower. However, the expenditure on staff was higher in the humanities and social science departments. The largest expenditure as a proportion of the total expenditure on humanities and social science departments has been on books and journals and staff. Year to year variations in regard to item-wise expenditure are not to be given much significance, but the total expenditure for the years 1974-75 to 1977-78 shows the same trend as reflected in the year 1977-78 in respect of expenditure being the highest for books and journals followed by expenditure on staff.

7.13 Area Studies Programme

The Commission, as in earlier years, supported the development of Centres of Area Studies in the Universities for undertakings specialized study and research in specific areas. Information regarding the universities which are being assisted for this purpose and the country/region for study is given below :

TABLE VII. 7

<i>Name of the University</i>	<i>Countries/Region for Study</i>
1. Aligarh	Egypt, Saudi Arabia, Iraq, Yeman, Oman & Iran.
2. Delhi	(i) China and Japan with main emphasis on China. (ii) West Africa (iii) Pakistan (in Economics & Sociology)

Table VII. 7 (Contd.)

3. Banaras	Nepal
4. Jadavpur	Main emphasis on Indonesia and Malaysia, Programme relating to Burma and Thailand to be taken up as incidental studies. Philippines
5. Sri Venkateswara	Indo-China
6. Bombay	(i) Soviet Union (ii) East Africa
7. Poona	(i) Latin American Studies (ii) Economics of development of East European countries
8. Rajasthan	South Asia with focus on comparative study of governments and politics
9. Madras	Malaysia and Sri Lanka
10. North Bengal	Himalayan Region
11. Jawaharlal Nehru	Gulf countries and Soviet Union

The programme aims at producing a group of scholars who would be continuously engaged in the study, examination and assessment of the principal contemporary developments in specified areas specifically the neighbouring countries with whom India has had strong historical and cultural links. The thrust of the programme is on academic studies but the centre could also take up research on contemporary problems. The Commission has emphasized that the programme should be inter-disciplinary in nature and language teaching an integral part of it.

The Standing Advisory Committee on Area Studies has also supported the proposal of Osmania University for financial assistance for developing expertise on the developing countries around the Indian ocean on urban and regional planning.

The Ford Foundation has agreed to provide assistance of the order of three lakh dollars for the development of area studies programmes for following purposes :

- (i) **Travel of Indian Scholars abroad** : to enable Indian Scholars to travel abroad for special training, updating and adding to their knowledge of regions of interest, in particular to help younger scholars.
- (ii) **Foreign scholars invited to India** : to enable Indian universities to bring in visiting professors and students from abroad, on a short-term or long-term basis, for lectures and consultations, for conferences or for training and to arrange for collaboration on studies of common interest.
- (iii) **Acquisition of books and other materials** : to acquire books and periodicals, microfilms and other materials needed by Indian University Centres specializing in the study of other countries or regions.

The details of assistance to be provided to the universities are being worked out.

7.14 Regional Library Centres

The Commission has decided to strengthen a few university libraries in the different regions to augment their collection of books and journals including back volumes and make them available for use by a number of institutions in the region. Such inter-library cooperation is in the interest of the optimum utilization of our resources, but would require development of a number of facilities such as reprography, microfilming for information storage and retrieval, computerization etc.

A committee was appointed to work out the staff requirements and other details of the regional library centres. The committee recommended that the centres may function as a part of an existing university library with additional staff appointed on open recruitment basis. The staff should be borne on the strength of the concerned university. The committee further suggested that the location of such centres may be decided by the Commission.

The Commission has accepted the recommendations of the Committee "in principle" and desired that the details of the scheme may be discussed with the concerned agencies so as to avoid any possible duplication of efforts.

7.15 Development Grants for Engineering & Technology

Assistance provided by the Commission to the Universities for the development of engineering and technology during 1974-75, 1975-76 1976-77 and 1977-78 is indicated in table VII. 8 (see page 103).

The expenditure on equipment (46%) followed by fellowships and scholarships (32%) and books and journals (10%) accounts for a significant proportion of the total expenditure on the development of engineering & technology during 1977-78. There was a significant increase in the expenditure on engineering and technology in 1976-77 as compared to 1974-75 and 1975-76 specially in regard to the expenditure on equipment, books and journals, but there was a general decline in expenditure during 1977-78. The total expenditure for 1974-75 to 1977-78 shows that the highest expenditure was on equipment, followed by fellowships and scholarships.

The Government of India had sanctioned funds to the Commission to the extent of Rs. 2,530 lakhs for the development of engineering and technical education at the university institutions during the plan. This amount was allocated for general development, support for research, and business management courses as follows :

Development of universities	Rs. 2,380 lakhs
Business management courses	100 lakhs
Support for research	50 lakhs
Total	2,530 lakhs

The Commission had earlier invited proposals from the universities for the general development of undergraduate and postgraduate courses in engineering & technology. The Commission sent out visiting committees to the following universities during 1977-78 to assess their proposals within a total allocation of Rs. 1,960 lakhs :

Aligarh Muslim University, Allahabad University, Andhra University, Annamalai University, Banaras Hindu University, Bangalore University, Bombay University, Calcutta University, Jadavpur University, Jodhpur University, Madras University, M. S. University of Baroda, Nagpur University, Osmania University, Panjab University, Patna University, Roorkee University, Sambalpur University, Saugar University and Sri-Venkateswara University.

TABLE VII. 8

Grants for the Development of Engineering and Technology

Rupees in lakhs

5. Item of	No. Expenditure		1974-75		1975-76		1976-77		1977-78		Total Exp.	
	%		%		%		%		%		%	
	74-75		77-78		74-75		77-78		74-75		77-78	

1. Staff & Maintenance	47.34	18	50.79	18	25.38	7	16.45	5	130.96	11
2. Equipment	95.86	35	74.92	27	191.13	49	136.33	46	498.24	40
3. Books & Journals	18.33	7	10.20	4	66.85	17	30.50	10	125.88	10
4. Buildings	38.02	14	28.12	10	26.51	7	20.05	7	112.70	9
5. Fellowships & Scholarships	69.68	26	113.26	41	77.08	19	95.57	32	355.59	29
6. Misc. Schemes	0.25	—	0.52	—	3.18	1	0.65	—	4.60	1
Total	269.48	100	277.81	100	390.13	100	299.55	100	1,236.97	100

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The Commission accepted the reports of the visiting committees for the above universities and decided that assistance may be provided at 100% of the allocation in respect of universities with an allocation upto Rs. 150 lakhs and 75% to others with an allocation of above Rs. 150 lakhs.

Earlier the visiting committees were sent by the AICTE on the basis of the ad-hoc proposals made by the engineering colleges/departments and the committees looked at requirements in an isolated manner. The requirements of the institutions concerned have now been looked into in a comprehensive manner taking into consideration an integrated view of status and development needs of engineering and technology alongwith the departments of humanities and social sciences and sciences.

7.16 Development of Studies in Business Management

The Commission continued to provide assistance to 17 universities/institutions for conducting courses in business administration.

A fact finding survey on Management Education prepared by the subgroup of the Management Board highlights the problems faced by university departments offering courses in management such as inadequacy of staff and infrastructural facilities, problems in developing case studies etc. These are being looked into. While the Commission has a cautious approach regarding expansion of facilities as this might lead to further dilution of facilities and adversely affect standards, an effort is being made to ensure that each state has at least one Centre of Management Education.

7.17 Research in Engineering & Technology

During 1977-78, the Commission accepted 22 research projects involving a total expenditure of Rs. 18.86 lakhs received from engineering/technology departments of universities. In addition to this, the Commission continued to provide assistance for award of national associateships in engineering and technology and for publication of university level books by Indian authors.

SECTION VIII

Development of Colleges

8.01 There are 64 affiliating universities in the country. The colleges of these universities cater to 88 per cent of the total enrolment of students at the undergraduate level, 53.9 per cent at the postgraduate level and 14.4 per cent at the research level. Any attempt at improving standards and achieving coordination in university education will, therefore, have little impact unless adequate attention is paid to the development of colleges. For the majority of students, seeking university level education, the first degree is the terminal stage and it is, therefore, important that the first degree courses offered, by and large, in the affiliated colleges, are adequately strengthened, diversified and made relevant to the needs of the society. It is also to be noted that nearly 45 per cent of the colleges have an enrolment of below 400 in the case of colleges having three year degree course and 270 in the case of colleges having two year degree course. Colleges with such inadequate numbers find it difficult to become viable either financially or academically. It reflects lack of adequate planning and coordination at the state level. Studies show that while colleges in urban areas and metropolitan towns continue to be overcrowded, the colleges located in backward and remote areas are not able to attract students in sufficient numbers. It is also a fact that several universities are not in a position to exercise adequate academic supervision in regard to the development of colleges.

The Commission's policy in regard to the development of colleges is governed mainly by two factors, firstly, removal of disparities and regional imbalances and secondly, the improvement of standards and quality of education in the institutions. The Commission's strategy for the development of colleges, keeping in view the limitations of resources and the immensity of the problems, is to bring about qualitative improvements through such programmes as the College Science Improvement Programmes and the College Humanities and Social Science Improvement Programmes; to give special attention to colleges in the backward areas and to raise the level of assistance for the development of undergraduate courses. Under the scheme of lead colleges, one or two colleges identified in each district would be required to prepare integrated programmes for intensive development. Programmes for student welfare include the establishment of book banks, students' aid fund etc. Additional support is provided

for postgraduate studies and research in the colleges towards such items as additional staff, equipment, books and journals and buildings.

Bearing in mind the stages of development of various colleges, the Commission has prescribed certain conditions which a college should satisfy in order to qualify for central assistance. However, these have been modified in case of colleges located in remote or tribal regions or those catering to women or scheduled caste/tribe students. It has been found that during the period 1974-75 to 1977-78, 1,873 colleges qualified for central assistance, whereas 1,402 applied, out of whom proposals of 998 colleges were accepted, 216 were rejected, and 208 are under correspondence. In addition to above the Commission has provided assistance on 100% basis as core grant for books & equipment to 2,245 colleges which were eligible.

In order that more colleges qualify for central assistance, State Governments will have to adopt a deliberate policy of curbing proliferation of new colleges, and strengthening the existing ones. In the context of the new pattern of 12-year schooling with emphasis on socially useful productive work consideration will have to be given whether some of the non-viable colleges could not be converted into rural polytechnics, or higher secondary schools/junior colleges. Experiments in this direction in some States, such as Gujarat appear to be a step in the right direction.

The problem of providing a matching grant is a serious problem in some states, especially the less developed ones. Any attempt to raise the proportion of central grant to the colleges would either imply provision of much larger resources to the UGC, or the UGC limiting the number of colleges eligible for central assistance. Since neither of the above appear feasible or desirable, the only way open would appear to be (a) co-ordinating the development of colleges with the State Government agencies, and (b) encouraging colleges, especially private colleges, to tap community resources. In this connection, it may be mentioned that in some states, colleges charge development fee from students. The manner, incidence and purpose of these charges could be examined further in order to develop a strategy of development for colleges.

The universities have also been requested to take up in consultation with College Development Councils, surveys with regard to co-ordinated development of colleges under their jurisdiction including the location

of new colleges wherever considered absolutely necessary and the nature of development so that facilities for higher education could be created within each university and within the State concerned on a planned basis.

8.02 Standing Advisory Committee on the Development of Colleges

The Commission has accepted the following general principles on the recommendation of the Standing Advisory Committee on the development of colleges :

- (i) A district which has five or less arts, science and commerce colleges (as indicated in the list prepared under section 2 [f] of the UGC Act) may also be treated as backward and grants provided to the colleges located in such a district on the basis of norms for backward area.
- (ii) Colleges having a minimum student enrolment of 200 and ten permanent teachers in the three-year degree course and 150 students and seven permanent teachers in the two-year degree course in backward areas may be provided assistance upto Rs. three lakhs for books and journals, equipment, faculty improvement programmes and remedial courses on the usual sharing basis. Such colleges, however, would not be assisted towards construction of buildings.
- (iii) In the case of colleges having an enrolment beyond 1,000 students in degree classes and eligible for assistance upto Rs. eight lakhs and beyond 2,000 students upto Rs. ten lakhs, the assistance for the initial Rs. five lakhs may be on the usual sharing basis and the assistance over and above Rs. five lakhs may be made available on 75 : 25 sharing basis to meet the justified needs of development of such colleges. Such colleges may be enabled to prepare towards attaining an autonomous status.
- (iv) Evening colleges may be assisted for books and journals, equipment, appointment of additional staff and faculty improvement programmes but such colleges would not be eligible for assistance for buildings.
- (v) A women's college, if it happens to be the only women's college in the district, may be provided development assistance on the merit of each case.

The Commission has also accepted the following recommendations of the Standing Committee on the Development of Colleges :

- (i) In the interest of maintaining standards of education the colleges may be persuaded to make most of the teachers permanent. In the case of Government Colleges, it should be ensured that there is no frequent transfer of teachers and generally a teacher should not be transferred from a college except on promotion or for specific disciplinary reasons.
- (ii) In the case of Government Colleges, where the recruitment and confirmation of a teacher take quite some time, the State Government may give a reasonable assurance that the specified number of teachers in the college have been appointed on a regular long term basis and are likely to be made permanent in due course. The same procedure may also be considered in the case of private colleges where the entire salary of the staff is paid directly by the Government. The Commission may take this in consideration in fulfilment of the eligibility condition for permanent faculty.
- (iii) Non-viable colleges situated in talukas and tehsil may be encouraged to merge. No new college should be established except on academic consideration after a survey of the area has been undertaken by the university/state government concerned.
- (iv) There is need for implementing the faculty improvement programmes by all the colleges and the universities may be requested again to bring it to the notice of the colleges so that teachers in the colleges could benefit from the scheme.
- (v) The colleges may be requested to formulate remedial courses particularly in languages and mathematics.
- (vi) The University Grants Commission may consider the desirability of creating professorship in selected subjects in certain colleges, keeping in view that some outstanding research work has been done by a few teachers who have chosen to remain in the colleges.
- (vii) 'On Account' grant for the construction of buildings may also be released while conveying the final approval of the building projects to a college. Similarly, first instalment of grant be released along with the approval of proposals for books and equipment.

- (viii) Assistance for equipment and books for community services where it forms an integral part of the courses may be included in the Rs. five lakh scheme as a part of the innovative programmes.

8.03 On-going Programmes

The Commission has several on-going programmes for the development of colleges. These include :

General development of colleges.

Support to colleges in backwards regions, Women's colleges, colleges with a large number of scheduled caste/tribe students.

Student amenities e.g. book banks, students' aid fund etc.

College Science Improvement Programme/College Humanities, Social Sciences Improvement Programme.

Support for postgraduate colleges.

Support for lead colleges.

Support for autonomous colleges.

Faculty improvement programmes.

Support for innovative programmes like restructuring of courses.

8.04 General Development of Colleges

During the fourth plan period the Commission provided assistance generally upto Rs. three lakhs to the colleges for development of undergraduate education in arts, science and commerce and *other facilities in colleges*. Depending upon the progress of the implementation of the scheme, a college could be further assisted for additional amount of Rs. one lakh. In addition, assistance upto Rs. three lakhs was made available to selected colleges for construction of a teacher's hostel on approved sharing basis of 80 (University Grants Commission) : 20 (colleges), outside the general financial ceiling of Rs. three lakhs

At the beginning of the fifth plan, the Commission agreed to provide assistance upto Rs. five lakhs during the plan period for the development of undergraduate education in arts, science and commerce courses in the colleges. The assistance was available in two phases viz. Rs. three lakhs in phase I and Rs. two lakhs in phase II. In June 1976 the Commission reviewed the position and agreed that in the case of colleges which have a student enrolment and a staff of 50 per cent more than the prescribed eligibility conditions, the proposals may be considered for the total Rs. five lakhs instead of limiting them to Rs. three lakhs in the first priority.

It has now been decided that colleges having an enrolment beyond 1,000 students in degree classes would be eligible for assistance upto Rs. eight lakhs and beyond 2,000 students upto Rs. ten lakhs. The assistance for the initial Rs. five lakhs will be on the usual sharing basis and the assistance over and above Rs. five lakhs may be made available on 75 : 25 sharing basis to meet the justified needs of development of such colleges. Such colleges may be enabled to prepare towards attaining an autonomous status.

A college to be eligible to receive assistance from the Commission under Rs. five lakhs scheme should have a minimum enrolment of 400 students excluding those in the pre-university course/pre-degree/intermediate classes and a staff of at least 20 suitably qualified permanent teachers. In the case of colleges providing two year course, the minimum required enrolment is 270 students and at least 15 suitably qualified permanent teachers. For a college having a two-year degree course in arts, science and commerce as also a three-year degree course in agriculture (as in some colleges in Uttar Pradesh) the minimum enrolment required to make it eligible for assistance under the scheme is 335 students and 15 permanent teachers. For women's colleges and colleges where 50 per cent of the enrolment constitutes scheduled caste and scheduled tribe students as also colleges situated in backward areas, this condition has been relaxed to 300 students and 15 suitably qualified permanent teachers in three year degree course colleges, and to 200 students and ten permanent teachers in two-year degree course colleges.

Assistance under the scheme is available according to the following pattern of assistance :

TABLE VIII. 1
Pattern of Assistance to Colleges

<i>1</i>	<i>Pattern of Assistance</i>	
	<i>University Grants Commission's contribution</i>	<i>Contribution by colleges/ State Govt.</i>
	<i>2</i>	<i>3</i>
1. Construction/Extension of buildings : Libraries, laboratories, class-room including furniture and fittings.		
(a) Colleges situated in backward areas		
(b) Women's colleges		
(c) Colleges where 50% enrolment consists of scheduled castes and scheduled tribes.	66 $\frac{2}{3}$ %	33 $\frac{1}{3}$ %
(d) Colleges situated in other than backward areas.	50%	50%
2. Construction/Extension of hostels :		
(a) For students (men as well as women) in colleges situated in backward area.		
(b) For women students.		
(c) Colleges where 50% enrolment consists of scheduled castes and scheduled tribes.	75%	25%
(d) Colleges situated in other than backward areas.		
(i) For men students	50%	50%
(ii) For women students	75%	25%

TABLE VIII. 1 (Contd.)

1	2	3
3. Construction of staff quarters (for all colleges)	50%	50%
4. Purchase of books and equip- ment (for all colleges)	75%	25%
5. (a) Faculty Improvement programmes	100%	—
(b) Appointment of additional staff etc.	50%	50%
6. Construction of workshop, animal house (including shed)	100%	—
7. Introduction of remedial courses (all colleges)	100%	—
8. Construction/extension of non-resident student centres :		
(a) For a college upto 1,000 students	Rs. 35,000	Amount exceeding Rs. 35,000
(b) For a college with 1,001 students and above	Rs. 70,000	Amount exceeding Rs. 70,000

8.05 Development of Postgraduate Studies

The Commission has also continued its programme of providing assistance to affiliated colleges for the improvement of facilities for post-graduate courses on selective basis during the fifth five year plan. The ceiling of assistance per college for the plan period is as under :

	University Grants Commission's share
1	2
(i) <i>Humanities & Social Sciences</i> : (all postgraduate departments in humanities and social science subjects in affiliated colleges)	upto Rs. 1 lakh per department

1	2
(ii) <i>Postgraduate Science Departments</i> Physics & Chemistry departments. Botany, Zoology, Geology, Bio- Chemistry and Home Science departments.	upto Rs. two lakhs per department. upto Rs. one and a half lakhs per department
(iii) Anthropology, Geography and Mathematics including Statistics departments	upto Rs. one lakh per department.

The proposals from colleges for the development of their postgraduate departments are examined by visiting committees, specially constituted for the purpose, keeping in view the norms laid down in this regard. In the first instance and pending assessment of the proposals by the Visiting Committees, assistance to the postgraduate colleges is being provided on the following basis.

- (a) All postgraduate departments which are in existence since 1st July 1974 or earlier are eligible for Commission's assistance.
- (b) Such postgraduate colleges which have sought assistance for books, journals and equipment only and not for any other item like staff, building etc. and then departments are eligible as per para (a) above may be provided necessary assistance for these items without sending any Visiting Committee. The quantum of grant for each department may be equal to the expenditure incurred by the department on the item (books/equipment) during the past three years within the ceiling for these items fixed by the Commission.
- (c) The colleges which seek assistance for additional staff for postgraduate departments and have less than four teachers in an arts department and six in a science department may first reach this figure by appointing persons with research qualification and thereafter, if they need more staff, may send the proposals to the Commission with necessary information and justification.
- (d) Visiting Committees may be constituted to assess the requirements of postgraduate colleges in cases where assistance has been asked for (i) additional staff over and above the number indicated in (c) above and or (ii) buildings including animal house, workshops etc. and for other items like faculty improvement etc. or where composite proposals for development have been formulated by the colleges.

8.06 College Humanities and Social Sciences Improvement Programme (COHSSIP)

The Commission initiated during the last plan, a programme for improvement of the humanities and social sciences instruction in the colleges (COHSSIP). Under this scheme, a grant upto a maximum of Rs. three lakhs is made available to the selected colleges for a period of three years for strengthening teaching, initiating tutorial and seminar work, preparing reading material and bibliography and for introducing internal assessment. The colleges will supplement their teaching with the help of additional staff appointed for the purpose, postgraduate and research students on the rolls of the colleges and guest lecturers from other colleges and the universities. Selection of colleges for participation in this programme is determined, inter-alia, on the basis of (i) quality of their staff; (ii) student-teacher ratio; (iii) examination results; (iv) strength of their libraries and (v) quality of their proposals.

The Commission has so far selected 126 colleges for participation in COHSSIP. Of these colleges, 24 colleges were selected during the academic session 1977-78.

Five regional conferences of some selected teachers and co-ordinators of COHSSIP colleges were organised with the support of the Commission to (i) review the working of the COHSSIP programme implemented by the colleges upto date; (ii) to highlight the practices and procedures utilized by the colleges to enrich teaching and learning in the subjects concerned; (iii) to exchange views on common problems; and (iv) to prepare general guidelines for the operation of the scheme especially for effective teaching and learning. The report of these conferences has been finalised.

University Leadership Programme in the Humanities and Social Sciences (ULP)

The University Leadership Programme is primarily aimed at improvement of instruction at the undergraduate level in selected subjects in all the colleges affiliated to a university. The departments concerned in the selected university will provide necessary guidance, advice and assistance to the college departments regarding improvement of instruction, enrichment of curriculum and methods of instruction, syllabi and courses of study, equipment, workshop, library and other teaching mate-

rials The project will attempt at not only improving instructions in the subject within the existing frame work or prescribed syllabi and examination procedures but would also make concerted efforts to bring about modernization in courses of study, approach to teaching of the subject at the undergraduate level and in examination reform.

The Commission, on the recommendation of the Expert panels, has selected certain departments in the various universities for participation in the above programme. Proposals were invited from these departments and Visting Committees have been appointed to examine their proposals.

The Commission has so far agreed to invite the following departments of the various universities on the basis of the recommendations of the visiting committees for participation in the above programme.

1. Department of Sociology
SNDT Women's University, Bombay.
2. Department of Political Science
Panjab University, Chandigarh.
3. Department of Philosophy
Calcutta University, Calcutta.
4. Department of Political Science
Rajasthan University, Jaipur.
5. Department of Political Science
Osmania University, Hyderabad.
6. Department of Philosophy
Rajasthan University, Jaipur.
7. Department of Sociology
Poona University, Poona.
8. Department of Philosophy
Andhra University, Waltair.
9. Department of Political Science.
North Eastern Hill University, Shillong.

During the year 1977-78 the Commission paid grants amounting to Rs. 42.52 lakhs to colleges under COHSSIP & Rs. 1.90 lakhs to the university departments undertaking university leadership projects.

8.07 College Science Improvement Programme (COSIP)

The College Science Improvement Programme was initiated by the Commission in 1970-71 in order to bring about qualitative improvements in the teaching of science at the undergraduate level. The programme was implemented at two levels; (i) at selected colleges for improvement of science teaching and (ii) in selected university departments for improvement of teaching in all colleges affiliated to the university.

First phase of the programme was approved for an initial period of three years and the progress of the implementation of the scheme was reviewed by the Standing Committee appointed by the Commission for this programme. It was decided that for departments which have completed the first phase successfully, additional grants may be provided to take up follow-up activities during the next two years. The Committee also recommended that for follow-up activities by the university departments emphasis should be given to the developments of material for production on large scale and introduction of new curriculum/courses of studies, evaluation techniques and examination reforms. It was decided to invite follow-up proposals from all the colleges which have successfully implemented the first phase of COSIP activities. In the follow-up proposals emphasis was placed on consolidation of activities undertaken in the first phase, inter-departmental programmes and definite indication and concrete plan for achieving autonomous status. During the year follow-up proposals from 12 colleges were approved involving an amount of Rs. 21.21 lakhs.

During 1977-78, the Commission organized four regional conferences to review the progress of implementation of the scheme and to plan for future developments. The regional conferences were arranged at different places as indicated below:

Southern Region	Mysore University, Mysore
Western Region	Ahmednagar College, Ahmednagar.
Eastern Region	North Eastern Hill University, Shillong.
Northern Region	Ewing Christian College, Allahabad

Along with these regional conferences, the meeting of the ULP Coordinators in different subjects were also organised. All the ULP Coordinators in that region and the Coordinators of colleges participating in COSIP attended these meetings. In addition to these some representatives from colleges and university departments were also invited so that they could prepare proposals for participating in this programme. The various recommendations made at these conferences were considered by the Standing Committee for this programme and later by the Commission. Some of the important recommendations accepted by the Commission are given below:

- (a) It has been decided to bring out quarterly COSIP news bulletin in different subjects to disseminate information on new developments and innovations made in each subject in various university departments and participating colleges. These bulletins would be published by various university departments as indicated below:

Physics	Department of Physics, Mysore University
Chemistry	Department of Chemistry, Poona University
Biological Sciences	St. Xavier's College, Bombay,
Mathematics	Department of Mathematics, Meerut University, Meerut.

The bulletins would be circulated to all the universities and colleges having B.Sc. courses.

- (b) It has been decided that both university departments and the colleges which have successfully implemented the College Science Improvement Programme should be enabled to maintain continuous contacts and interest in COSIP. For this purpose some continued assistance would be made available. These institutions are expected to serve as a focal point to stimulate other institutions and help in formulating proposals of other colleges. These institutions could also take up some selected activities to sustain their educational development efforts. The Commission would provide assistance on 100% basis to colleges for this purpose

- (c) State-wise advisory committees are proposed to be constituted to coordinate and monitor the activities of university departments and colleges participating in this programme.
- (d) The Commission would provide assistance to colleges to purchase and put to use materials developed and produced under the COSIP. The list of such materials including laboratory and demonstration instruments, teaching aids and text books would be made available to colleges.
- (e) The various departments participating in university leadership projects would arrange periodic meetings so that the efforts made by various ULP's are not duplicated. It is also proposed to bring out the status report for various subjects indicating achievements of COSIP by the university departments.
- (f) More colleges should be brought under the purview of this programme. The decision regarding selection of colleges to participate in the programme would depend on the overall performance of the colleges. Individual profiles of the colleges will be rated on the basis of credit for various components like students, teachers, facilities, academic activities and results-obtained and the nature of the proposals.

It is also proposed to add more university departments in these programmes. For this purpose, some heads of departments were invited to the regional conferences so that they could take up this programme. The proposals received from these departments are being examined.

During the year 1977-78, the university leadership project in Biological sciences was approved at Sri Venkateswara University, Tirupati and Rajasthan University, Jaipur. In case of Geology, since the number of colleges teaching the subject at the undergraduate level is small, it has been decided that the ULP could be undertaken on inter-regional basis. The Department of Geology, Mysore University, would be undertaking this programme for the southern and western regions and the Department of Geological Sciences, Jadavpur University would undertake the programmes in the eastern and northern zones. The programmes have been worked out in consultation with all university and college departments teaching Geology at the undergraduate level.

During the year, 148 colleges and 38 university departments were participating in this programme.

During the year 1977-78 the Commission paid grants amounting to Rs. 39.11 lakhs to colleges under the COSIP and Rs. 26.64 lakhs to the university department undertaking University Leadership Projects.

8.08 Colleges in Metropolitan Cities

The Commission recognized the varying needs of colleges situated in metropolitan cities and requested the Vice-Chancellors of the following universities in June 1975 to send consolidated proposals for centralized facilities for the development of colleges as under :

Bombay University	Rs. one crore
Calcutta University	Rs. two crores
Madras University	Rs. one crore

The above allocations are in addition to the normal assistance available for the development of colleges and assistance for the purpose is provided on 100 per cent basis. The Commission has already approved projects of the Madras University at an estimated cost of Rs. 46 lakhs for extension libraries, study room for poor students, inter-collegiate hostel and purchase of text books and reference books.

8.09 Colleges in Backward/Tribal Areas/Districts

The Commission has requested the universities to conduct a survey of the stage of development of colleges under its jurisdiction, with each district taken as a unit and to recommend to the Commission for purposes of development assistance one or two colleges situated in backward/tribal areas even though these colleges may not fulfil the qualifying conditions and which in the opinion of the university deserve assistance from the Commission for development to meet the needs of backward/tribal areas/districts concerned. In selecting such colleges needs of the students belonging to scheduled castes, scheduled tribes and other weaker sections would be kept in mind.

8.10 Lead Colleges

The Commission decided in June, 1976 that steps should be taken to identify one or two colleges in each district which will have/will be enabled to work with optimal facilities required to maintain proper standards. Such an institution should have a good enrolment, good student teacher ratio and good facilities so that the institution could be

developed to take up innovative academic programmes on the principles of diversification, relevance, flexibility and in relation to the local, regional and national needs. Assistance upto Rs. three lakhs (in addition to Rs. five lakhs already available) on 75% (University Grants Commission): 25% (College) sharing basis would be made available to such colleges to meet their identified and justified needs for buildings, equipment, books, staff etc. The Vice-Chancellors of the universities were requested in July, 1976 to select one or two such colleges within each district keeping in view the criteria laid down above. Such colleges were required to prepare an integrated programme for intensive development to take up new programmes and new courses in collaboration with local industries, business organisations and other employment agencies. It will also be necessary for such colleges to make due provision for the scheduled castes/scheduled tribes and students from other weaker sections.

8.11 Single Faculty Colleges

The Commission provides assistance upto Rs. one and a half lakhs for the development of single faculty colleges viz teacher training colleges, colleges of physical education, colleges of home science, colleges of fine arts and music, social work etc.

The Commission has accepted the following eligibility conditions for teacher training colleges :

<i>Teacher Training College</i>	<i>Student enrolment</i>	<i>Number of permanent teachers</i>
(i) Providing instruction for B.Ed. course	70	7
(ii) Providing instruction for B.Ed. & M.Ed. course	70	10

The assistance (Rs. 1.5 lakhs) may be utilised for, (i) extension of libraries and laboratories including furniture and fittings (ii) purchase of books and journals and equipment, (iii) additional staff for improvement of practice teaching, and (iv) developing teaching material and audio-visual aids. Assistance under this scheme is not available for construction/extension of other buildings including hostels, staff quarters, principal's residence etc.

In the case of other single faculty colleges the existing conditions under Rs. one and half lakh or Rs. five lakh scheme may be followed. The Commission further desired that in the case of law colleges, assistance may be provided under Rs. five lakh scheme. However, the question of strength of permanent teachers, both full-time and part-time may be decided in consultation with the Law panel.

8.12 Basic Grants to Colleges for Books and Equipment

With a view to improving the facilities in the colleges in the matter of providing books (including text books and other reading materials) and equipment for science laboratories to support the undergraduate programmes, the Commission has decided to make available to every college affiliated to the university and eligible to receive grants from the Commission, some basic grants during the current plan period as indicated below :

<i>I</i>	<i>II</i>	<i>III</i>
<i>Student Enrolment excluding PUC/ Inter/Pre. Engg.</i>	<i>Grants to be paid for Books</i>	<i>Grants to be paid for Equip- ment (either Physical or Biological Science Group)</i>
150-400	10,000	10,000
401-800	20,000	20,000
801-1500	30,000	30,000
1501 and above	40,000	40,000

Wherever a college also provides both Physical and Biological Science groups and/or Geology, Home Science, the grant for purchase of equipment may be increased by 50% of the allocation indicated above, Col. III.

If a college provides first degree course in Geography, Psychology, Statistics, Music, Fine Arts, it could be permitted, if it so desires, to use upto 25% of the grant suggested for books to be used for equipment for any or all of these departments.

8.13 Other Programmes of Assistance to the Colleges

- (i) It has been decided to provide assistance to colleges having enrolment of 100 students and above (excluding Pre-University courses, Intermediate classes) for setting up canteens.

- (ii) Assistance is also available under Faculty Improvement Programmes for teachers in affiliated colleges. Under this scheme, teachers in the affiliated colleges have been provided teacher fellowships to pursue research work for Ph.D. degree in 338 departments of universities and institutions.
- (iii) Centenary grant upto Rs. one lakh for a capital project is available to a college on completion of 100 years of its existence.
- (iv) There are a number of schemes for the welfare of students in the colleges viz. students' aid fund, book banks, improvement of existing hostel facilities, development of play fields and purchase of accessories for games and sports, canteens/cafeteria, establishment of study centres, construction of gymnasias etc. as detailed in Section IX of the report.

TABLE VIII. 2
Grants paid to Colleges for General
Development and other Schemes

Name of the Scheme	Rupees in lakhs			
	1974-75	1975-76	1976-77	1977-78
1. Development of affiliated Colleges	224.52	99.03	176.86	950.84
2. Book Bank	58.14 (602)	96.37 (1291)	75.88 (1211)	46.19 (1078)
3. College Science Improvement Programme	46.56	39.36	42.14	39.11
4. College Humanities & Social Sciences Improvement Programme	—	8.38	18.28	42.52
5. Students' Aid Fund	23.13 (1247)	23.48 (1352)	25.94 (1467)	43.76 (1444)
6. Centenary Grants	1.15	0.46	—	1.50
7. Development of Postgraduate Studies in Science	13.87	10.75	10.54	72.04
8. Development of Postgraduate Studies in Humanities and Social Sciences.	5.01	9.91	7.33	46.07

(Note: Figures in brackets denote number of colleges assisted)

A Statement of development grants to Colleges (State wise) is given in Appendix XXVI.

8.14 Autonomous Colleges

The Commission has been supporting the concept of autonomous colleges by which the universities could give a number of carefully selected colleges the much needed autonomy in formulating curricula and courses of study, evaluation methods and other related matters. The Commission with the help of an expert Committee and after consulting a number of principals and educationists finalised a set of criteria, guidelines and pattern of assistance to autonomous colleges.

In October, 1976 the Commission agreed to give its concurrence to the proposal of Madras University to confer autonomous status on (i) Loyola College, Madras, (ii) Madras Christian College, Madras, (iii) P.S.G. Arts College, Coimbatore, (iv) Vivekananda College, Madras (Postgraduate departments of chemistry and economics), and (v) P.S.G. College of Technology, Coimbatore. It has been noted that the autonomous status would be conferred by the university on the colleges after relevant provision to enable the university to do so has been made in the Act of the University.

In May, 1977 the Commission agreed to give its concurrence to the proposal of Madurai University to confer autonomous status on (i) American College, Madurai; (ii) Madurai College, Madurai (iii) Sri Parasakthi College for Women, Courtallam; and (iv) Lady Doak College, Madurai, provided they shed their pre-university classes by the end of the academic year 1978-79. It was noted that the autonomous status would be conferred by the University on the colleges after relevant provision to enable the university to do so has been made in the Act of the university.

The Commission agreed to provide assistance to these college on 100% basis after the conferment of autonomous status for purpose of strengthening their faculty and other administrative support required to enable these colleges to function as autonomous institutions. It was noted that the assistance would be for a period of five years in the first instance and each college would be required to submit proposals for the consideration of the Commission. The assistance for this purpose would be upto Rs. one lakh per annum for each autonomous college.

8.15 Delhi Colleges

Since the transfer of the scheme from the Ministry in 1955-56, the Commission has been paying maintenance and development grants to a number of colleges of the University of Delhi. The Commission pays 95% of the approved deficit for affiliated/constituent colleges and 100%

of the approved deficit for university maintained colleges. The maintenance grants, inter-alia, include pay and allowances of the teaching and non-teaching staff, expenditure on repairs of buildings, replacement of furniture and equipment, water and electricity, books and journals, grants towards revision of pay scales, payment of dearness allowance, retirement benefit etc.

In the case of Delhi Colleges, the Central Government through the Commission has provided funds not only for maintenance and development but for establishment as well. There are several colleges sponsored by the Delhi Administration which are located in the school buildings. It is necessary that permanent buildings are made available for such colleges so that the school buildings could be used for the purpose for which they were constructed and also for a proper and planned development of the academic activities of the colleges.

It may be mentioned in this connection that schemes like (a) Rs. five-ten lakhs scheme of development of colleges (b) COSIP/COHSSIP (c) scheme for development of colleges in metropolitan cities (Bombay, Calcutta and Madras) applicable to colleges in the state universities are not available to the colleges of Delhi university.

In view of what has been stated above, the Commission continued to provide grants to the colleges affiliated to the University of Delhi and receiving maintenance grants from the Commission. During 1977-78, there were 45 colleges (including ten colleges offering evening classes also), and seven university maintained colleges. Grants amounting to Rs. 970 lakhs and Rs. 25.21 lakhs—by adjustment were paid to colleges for their maintenance. The Commission also continued to provide development grants to the colleges for the purchase of books, equipment, furniture and buildings etc. Grants to the tune of Rs. 33.49 lakhs were paid under the plan to the Delhi colleges during 1977-78 which comes to Rs. 63,196 per college on the average.

During 1977-78, 29 colleges (including those having evening classes) were permitted to introduce additional courses of study in different subjects to meet the requirements of the students.

In order to meet the demand for admissions, one more college viz. Kirori Mal college was brought under the category of 'Extended Colleges' thus bringing the total number of such colleges to 25 (*).

* An extended college has an effective enrolment of 1,500 against 1,000 students in other colleges.

SECTION IX

Students

9.01 The Development grants paid by the Commission to the universities and colleges for various purposes such as the appointment of additional staff, construction of academic buildings, strengthening of libraries and laboratories, purchase of equipment and books and journals etc., all have a direct or indirect bearing on the conditions under which students study and learn and the standards of teaching and research. Besides these programmes for the promotion of a congenial environment and conditions for study and researches, the Commission has initiated a number of other programmes of student welfare, specially in regard to needy and poor students on the one hand and the meritorious students on the other. These include the provision of scholarships and fellowships, hostel facilities and non-resident student centres, study centres, students' aid fund, book banks, sports and physical education. These programmes are reviewed below :

9.02 Scholarships and Fellowships

The Commission has given high priority to the award of scholarships and fellowships for the development of research in the universities and colleges. The objective of the scheme is to enable academically bright students to carry on their research as an independent and full time activity through adequate support for their maintenance and for the purchase of books, journals, equipment etc. by them. In addition to the fellowships specially created for centres of advanced study and those provided for approved programmes of research and departments selected for special assistance, the University Grants Commission awards annually senior and junior research fellowships in science and humanities (including social sciences) and research fellowships in engineering and technology on an all India basis.

9.03 Senior Research Fellowships

The value of the senior research fellowships in science and humanities including social sciences has been raised from Rs. 500 to Rs. 600 per month with effect from 1st July, 1974. The number of senior fellowships awarded each year has also been raised from 60 to 100 with effect from 1974-75. Annual contingency grant attached with these fellowships has been raised from Rs. 1,000 to Rs. 2,000. The tenure of

fellowships remains two years. During the year 1977-78, the Commission awarded 33 senior fellowships in science subjects and 38 in humanities (including social sciences).

9.04 Junior Research Fellowships

With effect from 1st July, 1974 the value of junior research fellowships in sciences and humanities including social sciences has been raised from Rs. 300 to Rs. 400 per month for the first two years and Rs. 500 per month thereafter for another two years, after the work of the fellow has been assessed and found satisfactory.

The normal tenure of a junior research fellowships is four years, extendable by another six months in special cases, on the recommendations of the supervisor/head of the department and the university.

The number of fellowships has been raised from 120 per annum to 250 per annum. The contingency grant attached with the fellowships has been raised from Rs. 1,000 to Rs. 1,500 per annum.

During the year 1977-78, 153 junior research fellowships in science and 172 in humanities (including social sciences) were awarded by the Commission. These are centrally awarded by the University Grants Commission and are in addition to the fellowships allocated to the universities.

9.05 Senior/Junior Research Fellowships for Scheduled Caste/Scheduled Tribe Students

In addition to the 10% reservation in the general category of junior/senior research fellowships, the Commission has instituted 50 junior and 20 senior research fellowships in science, humanities and social sciences for the candidates belonging to scheduled castes and scheduled tribes. The first selection under the scheme was made during 1976-77. During the year 1977-78, the Commission awarded 48 junior fellowships to students belonging to scheduled castes/tribes.

9.06 Research Fellowships in Engineering and Technology

During the year 1977-78, the Commission agreed to provide 50 post-master fellowships in engineering and technology for doing Ph. D. The duration of these fellowships is four years and value is Rs. 500 per month for the first two years and Rs. 600 per month for

subsequent years subject to the condition that the research work is found satisfactory on assessment after the initial period of two years. Each fellowship carries an annual contingency grant of Rs. 1,000 per annum. Provision also exists for a grant of Rs. 2,000 during the tenure of award for publication of the research work completed during the tenure of fellowship and approved field work by the fellow. During the year under review, the Commission awarded 50 research fellowships in engineering and technology.

The following grants were paid by the Commission towards the award of senior/junior research fellowships during 1977-78.

	<i>Rupees in lakhs</i>
(i) Science	123.40
(ii) Humanities (including social sciences)	92.27
(iii) Engineering and Technology	5.89

9.07 Junior Research Fellowships in Science and Humanities allocated to the Universities during 1977-78

The Commission has allocated 2,512 junior research fellowships to the universities in science and humanities and sanctioned an amount of Rs. 102.54 lakhs for junior research fellowships in science and Rs. 70.75 lakhs for junior research fellowships in humanities and social sciences. Besides, as part of the fifth plan allocation, each university has been given a certain number of fellowships to be awarded as per suggested guidelines.

9.08 Hill Areas Fellowships/Scholarships

In order to promote channels of academic communication between the students of the border hill areas and the rest of the country, the Commission has instituted junior research fellowships for doctoral work and scholarships for postgraduate studies for meritorious students from these regions for study and research anywhere in the country. During the year 1977-78, eleven postgraduate scholarships and six junior research fellowships for doctoral research were awarded by the Commission under this programme

9.09 Scholarships for Postgraduate Studies in Sanskrit/Pali/Prakrit Ardhamagadhi and Arabic/Persian

Special attention has been paid by the University Grants Commission to the promotion of studies in Sanskrit/Pali/Prakrit/Ardhamagadhi and Arabic/Persian by offering scholarships for postgraduate studies. The value of these scholarships has been raised up to Rs. 250 per month from the academic year 1976-77. During the year 1977-78, 20 scholarships were awarded in Sanskrit/Pali/Prakrit/Ardhamagadhi and 18 in Arabic/Persian.

9.10 Scholarships for Full-time LL.M. courses

The Commission has instituted 50 scholarships for LL.M. studies to be administered directly by the Commission to enable talented students to pursue their full-time LL.M. courses in universities. The first selection was made during 1976-77 and 50 scholarships were awarded. During the year 1977-78 the Commission has again awarded 50 scholarships to LL.M. students.

9.11 Research Associateships

The Commission also offers 50 research associateships per annum to provide opportunity to research students and teachers who have shown extraordinary talent for research and competence to take research work independently. During the year 1977-78, the Commission has rationalized the scales and put them under three categories as under :

- (i) Rs. 1,000 per month fixed
- (ii) Rs. 1,200 per month fixed
- (iii) Rs. 1,400 per month fixed

The associateship also carries a contingency grant of Rs. 2,000 per annum. During the year under review, the Commission awarded 50 research associateships in science and humanities (including social sciences) and engineering and technology.

9.12 Award of Junior/Senior Research Fellowships in Science and Technology for Students from Developing Countries

The Commission has instituted five senior and ten junior research fellowships in science and humanities (including social sciences)

foreign students from the developing countries. The value of the junior fellowships is Rs. 400 per month for the first two years and Rs. 500 per month for the remaining period with a contingency grant of Rs. 1,500 per annum. The value of the senior research fellowship is Rs. 600 per month with a contingency grant of Rs. 2,000 per annum.

During the year 1977-78, the Commission provided ten junior research fellowships and one senior research fellowship to students from Bangladesh and Thailand. The value of the junior research fellowship has been fixed at Rs. 500 per month in respect of these scholars, as a special case.

9.13 Construction of Hostels

The Commission has been giving a high priority for the programme of hostels for students in universities and colleges in view of the fact that improvement of the conditions in which students live and work have an important bearing on their academic performance. Provision of hostel facilities is one of the important items included in the general programme of development of universities and colleges.

In the interest of social justice, the Commission has decided that in the fifth plan, all institutions assisted by it to construct students' hostels would be required to reserve 20 per cent of the seats in such hostels for students belonging to scheduled castes and scheduled tribes. Hostels are, therefore, important for ensuring access to higher education to the underprivileged classes or sections of society. For this purpose, the Commission has also decided that its assistance for construction of hostels in backward areas will be at the rate of 75 per cent of the total expenditure as against 50 per cent available for other areas. In order to keep the cost of construction low, the Commission has been encouraging the construction of dormitories and/or double or triple seated rooms rather than single seated rooms in the hostels.

During 1969-74, the Commission provided hostel facilities for 12,559 students in 63 universities and 15,312 students in 286 colleges.

During 1974-75, 40 such projects were assisted and a grant of Rs. 77.59 lakhs was given to the universities for this purpose. A grant of Rs. 45.97 lakhs was paid to 89 colleges in 1974-75 towards the construction of hostels.

During 1975-76, a grant of Rs. 57.41 lakhs was paid to 36 universities towards the construction of hostels. A grant of Rs. 16.33 lakhs was paid to the colleges for the purpose in 1975-76.

During 1976-77, a grant of Rs. 43.51 lakhs was paid to 30 universities towards the construction of hostels. A grant of Rs. 24.22 lakhs was paid to the colleges for the purpose in 1976-77.

During 1977-78, a grant of Rs. 36.88 lakhs was paid to 27 universities towards the construction of hostels. A grant of Rs. 40.54 lakhs was paid to the colleges for the purpose during the year, which is substantially higher than the grants paid during the last two years.

The position of grants paid during the period 1974-78 for the construction of hostels is summarized below :

TABLE IX. 1
Construction of Hostels
Grants Paid (*Rupees in lakhs*)

<i>Year</i>	<i>Universities</i>	<i>Colleges</i>
1974-75	77.59	45.97
1975-76	57.41	16.33
1976-77	43.51	24.22
1977-78	36.88	40.54
Total	215.39	127.06

9.14 Assistance for the Improvement of Existing Hostel Facilities in Universities and Colleges

On the recommendations of the Working Group on Students Welfare Programmes, the Commission decided to provide assistance during the fifth plan to universities and colleges for the improvement of living conditions in hostels which were constructed without the financial assistance from the University Grants Commission e.g. sanitary facilities, proper dining halls etc. The Commission's assistance for this scheme is outside the fifth plan allocation of the university or the scheme of general development of colleges and on 75 : 25 sharing basis.

A grant of Rs. 2.36 lakhs was paid to seven universities for the purpose during the year 1977-78.

9.15 Scheme for the Improvement or Establishment of Study Centres in Universities

During the fourth five year plan, the Commission had introduced a scheme for the establishment of study centres to provide students in the residential areas, with essential library facilities, multiple copies of text books etc. While agreeing to provide assistance for the study centres upto 1978-79, the Commission had desired that the scheme may be viewed to assess the working of the study centres already established, additional requirements and the assistance that may be provided for the establishment of new study centres during the plan. Accordingly, the scheme of study centres has been reviewed by the Working Group on Student Welfare Programmes and the Commission has now decided to provide the following assistance for the existing study centres and for the establishment of new study centres.

	<i>Additional provision for existing Centres</i>	<i>Provision for new Study Centre</i>
(i) <i>Non-Recurring</i>		
Books	Rs. 20,000	Rs. 30,000
Stacks & Furniture	—	Rs. 15,000
(ii) <i>Recurring</i>		
(per annum till the end of fifth plan)		
(a) Staff	Rs. 5,000	Rs. 15,000
(b) Contingencies (including electricity charges etc.)	Rs. 1,500	Rs. 4,500

A grant of Rs. 14.91 lakhs was paid to 23 universities during the year under report towards study centres. The assistance for study centres is outside the plan allocation for the university.

9.16 Student Homes/Non-Resident Students Centre

Non-resident student centres and student homes set up by the universities and colleges with assistance from the Commission provide facilities for study to day scholars through their leisure hours. Student homes provide facilities for about 100 students and rack space for 5,000 books, besides a cafeteria and a dining hall. The Commission's share towards each student home in the universities is limited to Rs. one lakh or the actual cost whichever is less. A non-recurring grant of Rs. 24,000 is also available, for purchase of books and furniture for the student home.

The Commission has taken a decision that assistance for establishment of non-resident students centre will also be made available from within the Rs. five lakhs scheme for colleges, within the overall provision available for construction of buildings. The colleges may, accordingly, if they assign priority to this programme, include a proposal for the setting of a non-resident students centre in their programme for general development.

In the case of a college which has a student enrolment of 1,000 or above, the assistance available from the Commission will be Rs. 70,000. In the case of colleges which have a student enrolment of less than 1,000 in the degree classes, the University Grants Commission assistance will be limited to Rs. 35,000. Colleges which have already received assistance for the Commission for the establishment of non-resident centre in the earlier plans will be eligible for further assistance under this programme. If a college with a student enrolment of 1,000 and above has availed of only assistance upto Rs. 35,000, a further grant for extension of the existing centre for construction of another centre would also be given by the Commission but such assistance will be within the total grant of Rs. 70,000 admissible for such a college.

The following grants were paid for student homes/non-resident student centres during the year 1977-78 :

TABLE IX. 2
Grants paid
(Rupees in lakhs)

Universities	
Non-Resident Students Centres	0.78
Student homes	0.89
Colleges	
Non-resident Students Centres	1.91

9.17 Students' Aid Fund

Earlier the Commission used to provide assistance to universities and colleges equivalent to the amount collected by the university/college and subject to a maximum of Rs. 25,000 for a university and Rs. 5,000 for a college. From 1st July, 1977 the Commission's assistance under the Students' Aid Fund scheme was fixed at double the amount collected by a university/college subject to a ceiling of Rs. 25,000 for universities having direct enrolment below 5 000; Rs. 50,000 for universities having direct enrolment of 5,000 and above, and Rs. 10,000 for a college having enrolment above 2,500. The minimum assistance to a college under this scheme was raised from Rs. 750 per annum to Rs. 1,500 per annum subject to the collections made by the college.

In 1976-77, a grant of Rs. 4.74 lakhs was paid to 40 universities and a grant of Rs. 26.54 lakhs to 1,467 colleges for implementing the scheme. In 1977-78, a grant of Rs. 4.80 lakhs was paid to 38 universities and a grant of Rs. 43.76 lakhs to 1,449 colleges under the scheme.

9.18 Book Banks in the Colleges

The Commission has been providing financial assistance for the establishment of book banks in the college libraries. A college should have an enrolment of 100 students (70 students in a teacher's training college) to claim this grant. The Commission provides assistance on the following basis :

<i>A college with a student enrolment</i>	<i>Total allocation</i>	<i>Sharing basis</i>
(a) Below 250	Rs. 8,000)	UGC 75 per
(b) between 251-500	Rs. 10,000)	cent and
(c) between 501-1000	Rs. 15,000)	College
(d) between 1001-1500	Rs. 20,000)	25 per cent
(e) between 1501-2000	Rs. 25,000)	
(f) 2000 and above	Rs. 30,000)	

By the end of March 1977, grants amounting to Rs. 253.60 lakhs have been released for the establishment of book banks in 2,528 affiliated

colleges in the country. During 1977-78, grants amounting to Rs. 46.19 lakhs were paid to 1,092 colleges under the scheme.

9.19 Play Fields and Gymnasias

Upto 1975-76, assistance for play fields and gymnasias was being provided to universities and colleges from the earmarked funds provided by the Ministry of Education and Social Welfare under the National Sports Organization programme. However, to encourage participation in games and sports of as large a number of students as possible, the Commission decided to provide assistance for improvement/development of play fields in addition to those institutions which were earlier assisted under the National Sports Organization programme. During 1977-78, it was decided that assistance for improvement/development of play fields may be made a continuous process and even those institutions which were assisted during the fourth five year plan, may be provided assistance during the fifth plan. For construction of gymnasias, the Commission had earlier agreed to provide assistance to institutions with a minimum enrolment of 1,500 students. During 1977-78 the minimum enrolment was brought down to 1,000 students.

9.20 Provision of Assistance for the Extension or Construction of Canteens including Furniture or Equipment in Universities and Colleges

It has been decided that assistance may be provided for the extension or construction of canteens including furniture or equipment subject to the following :

- (a) In the case of (i) universities having a direct enrolment of 1,000 students and above, and (ii) colleges having an enrolment of 1,000 students or above (in three-year-degree course) and 650 or above in (two-year degree course) but excluding Pre-university course or Intermediate classes—would be eligible for assistance under the scheme. The assistance will be provided outside the fifth plan allocation on a sharing basis 2/3 (University Grants Commission) : 1/3 (Institutions) for construction/extension and furniture and equipment. No assistance will be provided for crockery and utensils.
- (b) The seating capacity in the canteen or cafeteria may not be provided for more than 10% of the students on roll (excluding Pre-University/Intermediate) but the maximum seating capacity

that may be provided should not exceed 200 students at any given time.

- (c) Areas to be provided in the canteen and the kitchen attached to it should not exceed the norms provided by the Commission for dining halls of hostels.
- (d) The canteens to be provided should neither be constructed nor furnished as restaurant but on an austere basis. While designing the construction, the institutions, wherever possible, should take advantage of the open space that may be available for outdoor seating.

The Commission has also decided to provide assistance for the establishment or improvement of canteens on a sharing basis of $\frac{2}{3}$ (University Grants Commission) : $\frac{1}{3}$ (Institution), also to those colleges which have enrolment less than 650 in the case of colleges offering two-year degree courses and less than 1,000 in the case of colleges offering three-year degree courses. But in such cases the assistance to be provided would be treated as one of the schemes under the Rupees five lakhs scheme provided the college is qualified to be considered under the scheme.

During 1977-78, a grant of Rs. 2.02 lakhs was paid to the universities for the establishment/improvement of canteen facilities and a grant of Rs. 12.22 lakhs to the colleges for canteens including non-resident student centres.

SECTION X

Facilities for Scheduled Castes and Scheduled Tribes

10.01 Reservation of Seats for Scheduled Castes/Scheduled Tribes Students in the Universities/Colleges

The Commission in January, 1973 invited the attention of the universities to the guidelines issued by the Ministry of Education and Social Welfare regarding reservation of seats for scheduled caste/scheduled tribe students in universities/colleges. It was mentioned that according to the present arrangement 20% of the seats are reserved for scheduled caste/scheduled tribe candidates and are also given a concession of five per cent marks in the minimum percentage of marks required for admission to any course. It was later observed that even with these concessions, some of the seats in the reserved quota remain unfilled as scheduled caste/scheduled tribe candidates with requisite marks were not available. Accordingly, it was suggested that in case the 20% seats earmarked for them remain unfilled, a further relaxation in the marks may be given to them in order of merit, inter se amongst themselves so that all the reserved seats are filled by candidates belonging to these categories.

Subsequently, the Committee on Welfare of Scheduled Castes/Scheduled Tribes at its 42nd meeting observed that the percentage of reservation for scheduled castes and scheduled tribes are not uniform and vary from two to twenty in universities. Some of the universities had not even adopted the principle of reservation of seats for scheduled castes and scheduled tribes. The committee desired that the causes and factors in making provision for reservation/relaxation for scheduled caste and scheduled tribe students in the universities/colleges may be looked into and immediate effective remedial measures taken in the matter.

In the light of these observations, the Commission in April, 1976 again requested the universities to intimate the present position regarding reservation of seats in the light of the instructions issued by the Government of India. The position as obtaining in 110 universities from whom replies have been received is as under :

- (i) 49 universities are observing strictly instructions issued by the Government of India in the matter. Of these, 19 universitie.

have indicated the provision for relaxation of five per cent marks for students belonging to scheduled castes and scheduled tribes.

- (ii) In 45 universities, the reservation of seats for students belonging to scheduled castes and scheduled tribes varies from 3% to 33%.
- (iii) 16 universities have not provided for any reservation of seats for candidates belonging to scheduled castes and scheduled tribes but they have indicated that no difficulty is being experienced by students belonging to these categories for admission to various courses in these universities.

The Commission has recently finalized a comprehensive proforma in consultation with the Ministry of Education and Social Welfare and the Commissioner for Scheduled Castes and Tribes for collection of statistics regarding reservations for scheduled castes/tribes in the universities.

In March, 1977 the Commission considered the above position and decided that the universities be advised to implement the provision for reservation quota for scheduled castes and tribes. The matter has been considered further and the universities have been requested to reserve 20% of the seats for candidates belonging to scheduled castes and tribes in the undergraduate courses in the universities and colleges.

10.02 Creation of Separate Cells in Universities to Ensure Implementation of Orders Regarding Reservation for Scheduled Castes and Scheduled Tribes issued by the Government of India from time to time

The following recommendation made in the 42nd meeting of the Committee on Welfare of Scheduled Castes and Scheduled Tribes has already been brought to the notice of the universities for necessary action :

“The Committee would like all the universities in the country to set up within the universities special cells to ensure implementation of the orders regarding reservation for scheduled castes and scheduled tribes issued by the Government of India from time to time. The University Grants Commission should keep a watch that all the universities set up such cells without any loss of time.”

10.03 Reservation of Seats in Hostels for Students Belonging to Scheduled Castes and Scheduled Tribes

The Commission in the light of the recommendations made in the 22nd report of the Commission for Scheduled Castes and Scheduled Tribes (1973-74) relating to the reservation of seats in hostels in universities and colleges for students belonging to scheduled castes and scheduled tribes informed the universities/colleges to provide reservation of 20% seats in hostels for scheduled caste and scheduled tribe students irrespective of whether the hostels were constructed with assistance from the Commission or from other sources.

10.04 Reservation of Fellowships for Students Belonging to Scheduled Castes and Scheduled Tribes

The Commission in May, 1977 while considering the recommendations made in the 53rd report of the Committee on the Welfare of Scheduled Castes/Scheduled Tribes regarding educational facilities to scheduled castes/scheduled tribes in the Union Territory of Delhi decided that with a view to ensuring that all the university fellowships reserved for scheduled caste and scheduled tribe students are awarded to them, the Delhi University may, without lowering the eligibility/minimum qualifications, select such candidates through a selection committee specially constituted for candidates belonging to scheduled castes/scheduled tribes. This would also be applicable to the other universities. The decision of the Commission has been brought to the notice of the universities.

10.05 Reservation for Scheduled Castes and Scheduled Tribes in the Matter of Appointment to the Teaching Posts in Universities/Colleges

The Commission in July, 1975 agreed in principle that reservations may be provided for scheduled castes/scheduled tribes for recruitment to *the posts of lecturers in the universities/colleges and mechanics* for such reservations may be worked out. The Commission further decided that in order that a teaching post may not remain vacant for long period such ~~reservations may not be operated on roaster basis nor should the reserve~~ posts be carried forward from year to year. The decision was brought to the notice of the universities/colleges for their guidance.

Subsequently, the University Grants Commission in June, 1976 in the light of the recommendations made by the committee of Vice-Chan-

cellors of the central universities agreed to observe the following mechanics to ensure reservations for scheduled castes/scheduled tribes for recruitment to the posts of lecturers in the universities/colleges.

- “(i) Before the begining of each academic year, the University should determine the likely vacancies that may occur during the year for recruitment to the post of lecturers.
- (ii) The number of posts to be filled under the reserved category may be determined faculty-wise, although no individual post may be designated as “reserved post”. The advertisement for these posts should indicate that preference would be given to scheduled caste/tribe candidates who are considered fit. On receipt of applications, the university may invite for interview all scheduled caste/scheduled tribe candidates who fulfil the minimum qualifications prescribed for recruitment for the post of lecturer.
- (iii) The candidates belonging to scheduled castes and scheduled tribes may be interviewed separately in the first instance. The candidates belonging to the general category may then be interviewed separately keeping in view the recommendations made by the selection committee in respect of scheduled caste/tribe candidates.
- (iv) In the case of scheduled caste/tribe candidates interviewed by the committee, if suitable candidates are not available for appointment to the posts of lectures, the selection committee may recommend appointment of suitable candidates as research associates for a period upto three years and these persons could later compete for the posts of lecturers as and when vacancies occur. The recommendations made by the selection committee in this regard for appointment as research associates may be sent to the Commission for consideration.”

In January, 1978 the Commission again reiterated its decision that for recruitment to the posts of lecturers, candidates belonging to scheduled castes and scheduled tribes should be interviewed separately, by the Selection Committee. In such cases, where a candidate belonging to scheduled castes and scheduled tribes was not found suitable for the post of lecturer and the selection committee recommended him/her for appointment as a research associates, such a person should posses the minimum qualifications prescribed for recruitment to the post of lecturer.

10.06 Remedial Courses for Weaker Sections

The Commission while framing the guidelines for the preparation of development proposals by colleges for the fifth plan made a specific reference that the universities/ colleges may consider organizing special supplementary, remedial programmes to make up for the deficiency of the earlier school education of the students from weaker sections of the society like scheduled castes and scheduled tribes.

The Commission has also accepted the following recommendations and observations of a committee appointed by it to elaborate the concept and modalities of the implementation of the remedial courses in the universities and colleges :

- (a) Remedial courses are necessary for the students coming from the weaker sections of the society, poor peasants and working classes, from rural and city areas. Such students would receive special assistance and be provided necessary guidance and training to come up to the level necessary for pursuing higher studies efficiently.
- (b) Diagnostic tests could be used to identify such groups of students.
- (c) It would be necessary to divide the students requirements for special help into two classes :
 - (i) those needing intensive help; and
 - (ii) those needing marginal help.

For those requiring intensive help, it would be necessary, if they were to complete the courses in time to utilize the long vacation during summer and during October-December.

- (d) A lump sum amount may be provided to a college which should be utilized for the appointment of supplementary staff or for payment of honorarium to the existing staff and also for meeting contingency expenditure, if any.
- (e) It would be desirable to have only one teacher for each subject in each class which may consist of not more than 20 students so that responsibility could be fixed at the teachers themselves; could get to know their students better. It should be for the universities and colleges to engage the services of motivated teachers for the purpose.

- (f) During the working days when universities are open perhaps not more than three periods a week could be fitted in the time table for this purpose and this would be planned for those students who need marginal help.
- (g) The summer courses should have approximately five classes per day of which only three should be lecture periods, the others should be tutorials and practicals.
- (h) In providing remedial training, the main emphasis should be on overcoming deficiency in Language, Science and Mathematics.

The Central Institute of English and Foreign Languages, Hyderabad has been requested to devise programmes for improvement of standards in English and also to suggest tests for identifying the weak students.

10.07 Reservation in Requirement of Staff in the Office of the University Grants Commission

Efforts were made to give due representation to the reserved categories of scheduled castes and scheduled tribes and to complete the backlog in the Office of the University Grants Commission in pursuance of the recommendations of the Parliamentary Committee on the welfare of Scheduled Castes and Scheduled Tribes.

A post each of Education Officer, Junior Stenographer and Lower Division Clerk was filled by appointment of candidates belonging to the category of scheduled castes. In addition, one candidate each belonging to the category of scheduled castes was appointed as Assistant Librarian, Lower Division Clerk and Staff Car Driver. A post of Deputy Secretary became available on the reversion of a candidate belonging to the category of scheduled tribes. It was decided to fill up the post by appointment of a candidate belonging to the category of scheduled tribes. The candidate has since joined.

“Dereservation” had to be resorted to in respect of a vacancy in the cadre of Deputy Secretary filled by promotion as a regular measure as no candidate belonging to the category of the scheduled castes in the lower cadre of Education Officer/Assistant Secretary fulfilled the requirements prescribed as per provisions of the cadre and recruitment rules for the post in question. The reservation has, however, been carried forward.

The recommendations made by the Parliamentary Committee on Welfare of Scheduled Castes and Scheduled Tribes for creation of a cell with adequate staff for the effective implementation of reservation orders in favour of scheduled castes and scheduled tribes was referred to the Staff Inspection Unit of the Ministry of Finance. However, the Staff Inspection Unit did not make any recommendation in this regard. The matter was considered by the Commission and a cell has since been created in the office of the University Grants Commission. The cell in question is to be manned by adjustment of the staff declared surplus by the Staff Inspection Unit. The cell will start functioning as soon as the staff becomes available.

R.K. Chhabra
Secretary

Professor Satish Chandra
Chairman

Professor B. Ramachandra Rao
Vice-Chairman

Members

Shri P. Sabanayagam

Shri J.P. Kacker

Professor R.P. Bambah

Professor S.S. Saluja

Professor (Miss) A.J. Dastur

Professor S. Gopal

Dr. Amrik Singh Cheema

Professor S. Maqbool Ahmed

Professor B.M Udgaonkar

Dr. Chandran D.S. Devanesan

APPENDIX I

**Indian Universities and Institutions deemed to be Universities
1977-78**

<i>Year of Establish- ment</i>	<i>S. No.</i>	<i>University</i>	<i>Total Enrolment</i>	<i>Number Enrolled directly in the Deptts.</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1857	1.	Calcutta University	1,92,370	13,269
	2.	Bombay University	1,08,777	4,597
	3.	Madras University	1,07,158	2,886
1887	4.	Allahabad University	26,123	13,312
1916	5.	Banaras Hindu University	15,469	12,589
	6.	Mysore University	57,568	2,255
1917	7.	Patna University	10,101	2,377
1918	8.	Osmania University (Hyderabad)	36,213	4,620
1921	9.	Aligarh Muslim University	10,191	10,191
	10.	Lucknow University	35,324	19,012
1922	11.	Delhi University	89,744	9,924
1923	12.	Nagpur University	51,403	2,242
1926	13.	Andhra University (Waltair)	50,867	5,327
1927	14.	Agra University	45,586	524
1929	15.	Annamalai University	7,142	7,142
1937	16.	Kerala University (Trivandrum)	58,499	931
1943	17.	Utkal University	24,457	1,431
1946	18.	Saugar University	29,218	7,265
1947	19.	Rajasthan University (Jaipur)	98,588	5,246
	20.	Panjab University (Chandigarh)	45,489	5,023
1948	21.	Gauhati University	33,317	1,947
	22.	Kashmir University (Srinagar)	11,756	1,313
1949	23.	Roorkee University	2,066	2,066
	24.	Poona University	66,722	2,556
	25.	M.S. University of Baroda	18,352	18,352
	26.	Karnatak University (Dharwar)	46,683	2,918
1950	27.	Gujarat University (Ahmedabad)	90,912	1,884
1951	28.	S.N.D.T. Women's University (Bombay)	14,484	—

APPENDIX I (Contd.)

1	2	3	4	5
1951	29.	Visva-Bharati (Santiniketan)	1,617	1,617
1952	30.	Bihar University (Muzaffarpur)	24,269	1,507
1954	31.	Sri Venkateswara University, Tirupati	26,560	3,574
1955	32.	Sardar Patel University, Vallabh Vidyanagar	9,142	1,256
	33.	Jadavpur University (Calcutta)	4,759	4,222
1956	34.	Kurukshetra University	51,415	3,145
	35.	Indira Kala Sangit Viswavidyalaya (Khairagarh)	1,375	121
1957	36.	Vikram University (Ujjain)	23,221	553
	37.	Gorakhpur University	72,475	7,196
	38.	Jabalpur University	18,820	1,323
1958	39.	Sampurnanand Sanskrit Vishwa- vidyalay (Varanasi)	2,557	741
	40.	Marathwada University (Aurangabad)	39,542	1,907
1960	41.	G.B. Pant University of Agriculture & Technology (Pantnagar)	2,344	2,344
	42.	Burdwan University	48,550	1,567
	43.	Kalyani University	2,062	1,267
	44.	Bhagalpur University	10,882	1,493
	45.	Ranchi University	29,656	1,488
1961	46.	K.S. Darbhanga Sanskrit Vishwavidyalaya	3,875	1,019
1962	47.	Punjab Agricultural University (Ludhiana)	2,445	2,445
	48.	Punjabi University (Patiala)	20,440	2,054
	49.	Orissa University of Agriculture & Technology (Bhubaneswar)	926	926
1962	50.	North Bengal University, Siliguri	20,205	575
	51.	Rabindra Bharati (Calcutta)	2,426	2,426
	52.	Magadh University (Gaya)	22,562	8,926
	53.	Jodhpur University	10,169	10,169
	54.	Udaipur University	9,458	4,939
	55.	Shivaji University (Kolhapur)	50,270	2,523

APPENDIX I (Contd.)

1	2	3	4	5
1964	56.	Indore University	18,866	481
	57.	Jiwaji University (Gwalior)	23,735	113
	58.	Ravi Shankar University (Raipur)	31,750	631
	59.	University of Agricultural Sciences (Bangalore)	3,488	3,488
	60.	Andhra Pradesh Agricultural University (Hyderabad)	2,532	2,532
	61.	Bangalore University	51,337	4,276
	62.	Jawaharlal Nehru Krishi Vishwavidyalaya (Jabalpur)	2,548	2,548
1965	63.	Dibrugarh University	13,893	631
	64.	Kanpur University	56,186	—
	65.	Meerut University	53,511	282
	66.	Madurai University	48,344	1,096
	67.	Saurashtra University (Rajkot)	36,032	592
	68.	South Gujarat University (Surat)	21,868	894
1967	69.	Berhampur University	6,252	561
	70.	Sambalpur University	10,704	630
1968	71.	Gujarat Ayurveda University, Jamnagar	1,843	254
	72.	Jawaharlal Nehru University, New Delhi	3,024	3,024
	73.	Mahatma Phule Krishi Vidyapeeth (Rahuri, Dt. Ahmednagar)	1,663	1,663
	74.	Calicut University	31,024	662
	75.	Awadesh Pratap Singh University, Rewa	18,472	—
	76.	Assam Agricultural University (Jorhat)	747	747
1969	77.	Guru Nanak Dev University (Amritsar)	34,971	930
	78.	Jammu University	6,637	1,391
	79.	Punjabrao Krishi Vidyapith (Akola)	2,153	2,153
1970	80.	Haryana Agricultural University (Hissar)	1,617	1,617
	81.	Himachal Pradesh University (Simla)	10,866	1,329
	82.	Bhopal University	20,525	57

APPENDIX I (Contd.)

1	2	3	4	5
1970	83.	Rajendra Agricultural University (Dholi, Dt. Muzaffarpur)	1,029	1,029
1971	84.	Tamil Nadu Agricultural University, (Coimbatore)	2,682	2,682
	85.	Cochin University	1,531	1,531
1972	86.	Kerala Agricultural University (Trichur)	855	855
	87.	Gujarat Agricultural University (Ahmedabad)	1,839	1,839
	88.	Konkan Krishi Vidyapith (Dapoli)	526	526
	89.	Marathwada Krishi Vidyapith (Parbhani)	1,700	1,700
	90.	Mithila University (Darbhanga)	14,722	471
	91.	Jawaharlal Nehru Technological University (Hyderabad)	3,282	3,282
1973	92.	North Eastern Hill University (Shillong)	6,115	621
	93.	Kumaon University (Nainital)	6,987	—
	94.	Garhwal University (Srinagar, Garhwal)	10,642	—
1974	95.	Kashi Vidyapeeth (Varanasi)	3,988	3,988
	96.	Bidhan Chandra Krishi Vishwa vidyalaya, Kalyani	1,097	1,097
	97.	University of Hyderabad	150	150
	98.	Narendra Deo University of Agriculture & Technology (Faizabad)	—	—
	99.	Chandra Sekhar Azad University of Agriculture & Technology (Kanpur)	1,059	1,059
1975	100.	Avadh University (Faizabad)	19,421	—
	101.	Bundelkhand University (Jhansi)	12,001	—
	102.	Rohilkhand University (Bareilly)	26,911	—
1976	103.	Maharishi Dayanand University (Rohtak)	7,978	756
	104.	Kakatiya University (Warangal)	6,150	536
	105.	Nagarjuna University (Nagarjunanagar, Guntur)	15,867	708

APPENDIX I (Contd.)

1*	2	3	4	5
Institutions Deemed to be Universities				
1958	1. Indian Institute of Science (Bangalore)		1,081	1,081
	2. Indian Agricultural Research Institute (New Delhi)		509	509
1962	3. Gurukul Kangri Vishwavidyalaya (Hardwar)		221	221
	4. Jamia Millia Islamia (New Delhi)		1,400	1,400
1963	5. Gujarat Vidyapith (Ahmedabad)		387	387
1964	6. Tata Institute of Social Sciences (Bombay)		160	160
	7. Birla Institute of Technology & Science (Pilani)		2,071	2,071
1967	8. Indian School of Mines (Dhanbad)		658	658
	9. Central Institute of English & Foreign Languages (Hyderabad)		342	342
1976	10. Gandhigram Rural Institute (Gandhigram)		422	422
	Grand Total		25,64,972	2,86,058

Note : (1) The Universities have been arranged according to the year in which the respective Acts were adopted. The position shown above is upto 31-3-1978.

(2) The enrolment figures which include the enrolment in constituent/affiliated colleges of the Universities generally indicated the position as on Sept. 30, 1977. The figures for Rabindra Bharati relate to the University Campus only. In case of K.S. Darbhanga Sanskrit Vishwavidyalaya and Sampurnanand Sanskrit Vishwavidyalaya the enrolment includes the University Campus as well as such of the Colleges from whom information was received in time. In case of some colleges data for the previous year have been used.

(3) Enrolment figures have not been furnished in the case of Narendra Deo University of Agriculture and Technology, Faizabad as it had not yet started functioning

(4) All enrolment figures exclude Pre-University/Intermediate/Pre-Professional levels.

(5) Figures of enrolment shown under "Number directly enrolled in the departments," includes also P.G. centres, if any.

* Year of recognition as an Institution deemed to be University under Section 3 of the UGC Act 1956

APPENDIX II

Universities Offering Correspondence Courses

S. No.	Name of the University	Courses Offered	Year of Starting	Medium of Examination/ Instruction	Duration of Courses in years	Total No. of Students Enrolled			Remarks
						1975-76	1976-77	1977-78	
1	2	3	4	5	6	7	8	9	10
1.	Allahabad	B.A., B.Com.	1976-77	Hindi	3	—	—	—	Awaited
2.	Annamalai	B.A.	Scheme not implemented						
3.	Andhra	B.A.	1972-73	English & Telugu	3	678	771	992	scheme not implemented
		B.Com.			3	734	809	689	
		M.A. (Economics)	1978-79		2	—	—	—	
		M.Com.			2	—	—	—	
4.	Bhopal	B.A.	1975-76	Hindi &	3	96	386	747	
		B.Com.		English	3	25	86	172	
5.	Bombay	B.A. pt. I & II	1973-74	English	2	636	1,073	—	Awaited
		B.Com. pt. I & II	1973-74	English	2	191	706	—	"
		M.A. pt. I & II	1975-76	English	2	266	623	—	"
		M.Com. p. I & II				177	510	—	"
		M.Sc. pt. I & II				41	44	—	"
									"
6.	Delhi	B.A. (Pass)	1962	English/ Hindi	3	7,048	6,544	6,302	
		B.Com. (Pass)	1970	-do-	3	6,674	6,930	6,265	
		B.Com. (Hons.)	1977	-do-	3	—	—	365	
		M.A. (Hindi)	1977	Hindi	2	—	—	77	
		M.A. (Pol. Sc.)	1977	En./Hindi	2	—	—	194	

APPENDIX II (Contd.)

1	2	3	4	5	6	7	8	9	10
7.	Gujarat	scheme not implemented							
8.	Himachal Pradesh	B.A.	1971-72	Hindi/ English	3	819	818	867	
		M. Ed.			1	770	1,024	1,448	
		M.Com.			2	1,024	809	727	
		M.A. English			2	700	437	465	
		M.A. History			2	290	209	213	
		M.A. Economics			2	1,000	527	501	
		M.A. Pol. Sc.			2	684	481	489	
		M.A. Hindi			2	192	182	248	
		M.A. Sanskrit			2	46	38	51	
9.	Jammu	B.A., B.Com.	1977-78	English	1	—	—	123	
		B.Ed.			14 months	—	—	231	
10.	Kashmir	B.A., B.Com.	not Available						
		B.Ed.							
11.	Meerut	B.A.	1969	Hindi & English	2	1,095	950	850	
12.	Madurai	B.A.	1971-72	Tamil & English	3	5,784	6,293	6,054	
		B.Com.	1972-73	"	3	6,175	7,186	7,164	
		M.A.	1976-77	English	2	—	5,838	8,671	
		M.Com.		except M.A.	2	—	1,704	2,506	
		B.G.L.		in Tamil	2	—	3,247	2,881	
13.	Mysore	B.A.	1969-70	Kannada &	3	3,419	6,846	10,789	
		B.Com.	1972-73	English	3	348	793	1,432	
		M.Ed.	1975-76		18 month	726	1,758	499	
		B.G.L.	1974-75		2	2,220	994	983	

APPENDIX II (Contd.)

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1	2	3	4	5	6	7	8	9	10
13.	Mysore	M.A. in English Kannada History Pol. Science Sociology	1972-73 1974-75 1975-76	English Except Kannada in M.A.	2	213 428 391 168	595 513 685 688	688 509 1,000 1,191	
						165	908	1,675	
14.	Osmania	B.A., B. Com.	1977-78	English	3	—	—	—	
15.	Panjab	B.A. B.Com.	1971-72 1973-74	English & Punjabi	3 3	7,447 708	6,165 686	4,770 724	
15.	Panjab	M.A. History English Economics Pol. Science Pub. Adm.	1976-77	Hindi English & Punjabi	2	— — — —	265 839 795 423 530	364 863 813 495 874	
16.	Punjabi	B.A. M.A. in English Punjabi Pol. Science History	1968 1974-75 1976-77 1976-77 1976-77	English, Hindi & Punjabi	3 2 2 2 2	1,428 353 — — —	1,083 250 243 212 103	939 305 220 235 139	
17.	Rajasthan	B.A. B.Com. M.Com. M.A. in Hindi History Sociology Pol. Science	1976 1968 1976 1976 1968 1976 1968	Hindi & English	3 2 2 2 2 2 2	— 957 — — 1,297 — 2,496	760 1,733 780 216 1,300 316 1,724	1,128 1,942 1,344 432 1,168 518 1,273	

APPENDIX II (Contd.)

1	2	3	4	5	6	7	8	9	10
17.	Rajasthan	M.A. Public Admn. Economics	1976 1976		2 2	— —	357 1,094	514 1,521	
18.	Sri Venkateswara	B.A., B.Com.	1972-73	English	3 3	237 462	186 396	239 386	
19.	S.N.D.T. Women's University			Details awaited					
20.	Utkal	B.A.	1975-76	English & Oriya	3	1,596	3,373 (including I.A. & I.Cem.)	Awaited	
21.	Udaipur	Scheme not implemented							
22.	C.I.E.F.L. [Hyderabad]	Post Graduate Certificate course in the Teaching of English M.A. Russian M.A. German M.A. French	1973 1976 1977 1977-78	English Russian German French	1 3 3 3	192 — — —	246 14 — —	554 11 9 9	

APPENDIX III

Growth of Student Enrolment 1960-61 to 1977-78

<i>Year</i>	<i>Total Enrolment</i>	<i>Increase over the preceding year</i>	<i>Percentage increase</i>
1960-61	5,56,559	75,025	15.6
1961-62	6,63,661	1,07,102	19.2
1962-63	7,52,095	88,434	13.3
1963-64	8,42,110	90,015	12.0
1964-65	9,50,277	1,08,167	12.8
1965-66	10,66,884	1,16,607	12.3
1966-67	11,90,713	1,23,829	11.6
1967-68	13,70,261	1,79,548	15.1
1968-69	15,66,103	1,95,842	14.3
1969-70	17,92,780	2,26,677	14.5
1970-71	19,53,700	1,60,920	9.0
1971-72	20,65,041	1,11,341	5.7
1972-73	21,68,107	1,03,066	5.0
1973-74	22,34,385	66,278	3.1
1974-75	23,66,541	1,32,156	5.9
1975-76	24,26,109	59,568	2.5
1976-77	24,31,563	5,454	0.2
1977-78	25,64,972	1,33,409	5.5

APPENDIX IV

Growth of Enrolment (Excluding PUC/Inter/PP) during the Period from 1973-74 to 1976-77 : State-wise

S. No.	State/Union Territory	1973-74	1974-75	Increase over the preceding year		1975-76	Increase over the preceding year		1976-77	Increase over the preceding year	
		Enrolment	Enrolment	Per-centage	Per-centage	Enrolment	Per-centage	Per-centage	Enrolment	Per-centage	Per-centage
1	2	3	4	5	6	7	8	9	10	11	12
1.	Andhra Pradesh	1,44,505	1,54,007	9.52	6.6	1,58,193	4.16	2.7	1,38,960	-19.23	-12.2
2.	Assam/Manipur	47,350	45,457	-1.93	-4.1	41,522	-3.93	-8.7	42,688	1.16	2.8
3.	Bihar	87,182	83,099	-4.63	-4.7	99,434	16.33	19.7	1,05,778	6.34	6.4
4.	Gujarat	1,38,816	1,84,164	45.34	32.7	1,74,696	-9.43	-5.1	1,68,603	-5.89	-3.4
5.	Haryana	52,439	54,160	1.66	3.2	58,565	4.46	8.3	57,219	-1.34	-2.3
6.	Himachal Pradesh	12,462	12,339	-1.23	-1.0	11,949	-3.90	-3.2	9,255	-2.69	-22.5
7.	Jammu & Kashmir	22,095	24,377	2.28	10.3	20,738	-3.63	-15.0	18,806	-1.92	-9.3
8.	Karnataka	1,38,498	1,34,516	-3.98	-2.9	1,42,027	7.51	5.6	1,45,404	3.37	2.4
9.	Kerala	80,897	78,101	-2.19	-2.7	78,854	153	0.2	83,671	3.81	6.1
10.	Madhya Pradesh	1,46,866	1,56,216	9.30	6.4	1,36,252	36	Negligible	1,60,345	4.09	2.6
11.	Maharashtra	2,85,536	2,94,929	9.39	3.3	3,09,575	14.64	5.0	3,09,753	178	0.1
12.	Meghalaya/Nagaland	5,128	5,691	-37	-0.7	4,746	-335	-6.6	5,041	285	6.0
13.	Orissa	35,154	40,207	5.03	14.4	44,348	4,141	10.3	43,498	-850	-1.9
14.	Punjab	1,00,204	1,04,532	4.32	4.3	1,05,715	1,183	1.1	1,04,656	-1,059	-1.0
15.	Rajasthan	95,648	1,04,690	9.42	9.5	97,019	-7,671	-7.3	98,572	1,553	1.6
16.	Tamil Nadu	1,57,570	1,60,216	2.66	1.7	1,62,734	2,518	1.6	1,63,902	1,168	0.7
17.	Uttar Pradesh	3,25,354	3,51,537	26.16	8.0	3,51,483	-54	Negligible	3,62,970	11,487	3.3
18.	West Bengal/Tripura	2,80,436	2,96,979	16.54	5.9	3,26,167	29,188	9.8	3,27,022	855	0.3
19.	Delhi	78,205	81,394	3.18	4.1	82,082	688	0.8	85,220	3,138	3.8
All India		22,34,385	23,66,541	1,32,156	5.9	24,26,109	59,568	2.5	24,31,563	5,454	0.2

Note :—The enrolments relating to the Union Territories of Andaman & Nicobar Islands, Arunachal Pradesh, Mizoram, Pondicherry, Goa Daman & Diu have been clubbed with the enrolment of Punjab, Assam, Meghalaya, Tamil Nadu, Maharashtra and Gujarat respectively. The enrolment of Chandigarh has been merged with that of Punjab.

APPENDIX IV (Contd.)

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Enrolment : State-wise

1977-78

Sr. No.	State/Union Territory	Enrolment	Increase over the Preceding year	Percentage increase	Average annual compound rate of growth during the period from 1973-74 to 1977-78
1.	Andhra Pradesh	1,41,963	3,003	2.2	-0.4
2.	Assam/Manipur	47,957	5,269	12.3	0.3
3.	Bihar	1,17,754	11,976	11.3	7.8
4.	Gujarat	1,80,375	11,372	6.9	6.8
5.	Haryana	61,010	3,791	6.6	3.9
6.	Himachal Pradesh	10,866	1,611	17.4	-3.4
7.	Jammu & Kashmir	18,393	-413	2.2	-4.5
8.	Karnataka	1,60,157	14,753	10.1	3.7
9.	Kerala	91,909	8,238	9.8	3.2
10.	Madhya Pradesh	1,88,530	28,185	17.6	6.4
11.	Maharashtra	3,37,400	27,647	8.9	4.2
12.	Meghalaya/Nagaland	6,115	1,074	21.3	4.5
13.	Orissa	42,339	-1,159	-2.7	4.7
14.	Punjab	1,03,345	-1,311	-1.3	0.8
15.	Rajasthan	1,20,286	21,714	22.0	5.9
16.	Tamil Nadu	1,65,748	1,846	1.1	1.3
17.	Uttar Pradesh	4,03,062	40,092	11.0	5.5
18.	West Bengal/Tripura	2,73,086	-53,936	-16.5	-0.6
19.	Delhi	94,677	9,457	11.1	4.9
All India		25,64,972	1,33,409	5.5	3.5

APPENDIX V

Student Enrolment : Stage-wise (1975-76 to 1977-78)

Stage	1975-76			1976-77			1977-78		
	Percent-	Enrolment	age of	Percent-	Enrolment	age of	Percent-	Enrolment	age of
		<i>total</i>			<i>total</i>			<i>total</i>	
Graduate	21,46,919	88.5	21,41,542	88.1	22,55,306	87.9			
Post-Graduate	2,19,826	9.1	2,18,128	9.0	2,33,644	9.1			
Research	18,381	0.7	21,910	0.9	26,659	1.1			
Diploma/ Certificate	40,983	1.7	49,983	2.0	49,363	1.9			
Total	24,26,109	100.0	24,31,563	100.0	25,64,972	100.0			

APPENDIX VI

Stage-wise Enrolment : Universities and Affiliated Colleges (1977-78)

Stage	University Departments	University Colleges	Affiliated Colleges	Total	Percentage in Affiliated Colleges		
					1977-	1976-	1975-
					78	77	76
Graduate	1,38,277	1,14,172	20,02,857	22,55,306	88.8	89.7	89.4
Post-graduate	1,04,111	3,608	1,25,925	2,33,644	53.9	53.5	52.7
Research	22,301	509	3,849	26,659	14.4	11.2	11.0
Diploma/ Certificate	21,369	748	27,246	49,363	55.2	58.7	54.7
Total	2,86,058	1,19,037	21,59,877	25,64,972	84.2	85.1	84.8

APPENDIX VII

Student Enrolment : Faculty-wise (1975-76 to 1977-78)

<i>Faculty</i>	<i>1975-76</i>		<i>1976-77</i>		<i>1977-78</i>	
	<i>Enrolment</i>	<i>% of total</i>	<i>Enrolment</i>	<i>% of total</i>	<i>Enrolment</i>	<i>% of total</i>
Arts/including Oriental Learning	10,79,990	44.5	10,78,967	44.4	11,21,238	43.7
Science	4,63,841	19.1	4,43,013	18.2	4,72,981	18.4
Commerce	4,14,946	17.1	4,30,387	17.7	4,63,967	18.1
Education	76,641	3.2	72,512	3.0	73,258	2.9
Engineering/ Technology	96,067	4.0	1,00,040	4.1	1,03,706	4.0
Medicine	1,05,140	4.3	1,13,151	4.6	1,12,915	4.4
Agriculture	30,160	1.2	31,860	1.3	35,415	1.4
Veterinary Science	6,377	0.3	6,700	0.3	6,777	0.3
Law	1,41,298	5.8	1,40,680	5.8	1,58,522	6.2
Others	11,649	0.5	14,253	0.6	16,193	0.6
Total	24,26,109	100.0	24,31,563	100.0	25,64,972	100.0

APPENDIX VIII

Distribution of Colleges According to Courses of Study

(1973-74 to 1977-78)

Number of Colleges

<i>Courses of study</i>	<i>1973-74</i>	<i>1974-75</i>	<i>1975-76</i>	<i>1976-77</i>	<i>1977-78</i>
Arts, Science & Commerce	3,126	3,172	3,257	3,278	3,300
Technical/Professional	406	417	420	445	455
Break up					
(a) Engineering/ Technology	109	109	109	112	114
(b) Medicine/Pharmacy/ Ayurveda/Nursing/ Dentistry/Homeopathy	217	226	232	257	265
(c) Agriculture	55	57	56	53	52
(d) Veterinary Science	25	25	23	23	24
Law	110	122	132	138	141
Physical Education and Education	309	324	333	336	347
Oriental Learning	274	269	271	268	262
Music/Fine Arts	83	84	95	104	105
Total	4,308	4,388	4,508	4,569	4,610

APPENDIX IX

Growth of Colleges During the period from 1973-74 to 1977-78 : State-wise

S. No.	State/Union Territory	1973-74		1974-75		1975-76		1976-77		1977-78		Increase during the period 1973-74 to 1977-78
		Number of Colleges (UC+AC)	Number of Colleges (UC+AC)	Increase over the Precedg. year	Number of Colleges (UC+AC)	Increase over the Precedg. year	Number of Colleges (UC+AC)	Increase over the Precedg. year	Number of Colleges (UC+AC)	Increase over the Precedg. year		
1.	Andhra Pradesh	280	289	9	307	18	314	7	322	8	42	
2.	Assam/Manipur	175	165	-10	171	6	174	3	180	6	5	
3.	Bihar	346	349	3	362	15	398	36	390	-8	44	
4.	Gujarat	263	273	10	277	4	280	3	275	-5	12	
5.	Haryana	111	123	12	129	6	129	-	132	3	21	
6.	Himachal Pradesh	40	34	-6	33	-1	27	-6	26	-1	-14	
7.	Jammu & Kashmir	41	37	-4	37	-	37	-	38	1	-3	
8.	Karnataka	310	333	23	351	18	348	-3	358	10	48	
9.	Kerala	172	170	-2	177	7	178	1	180	2	8	
10.	Madhya Pradesh	352	358	6	354	-4	351	-3	349	-2	-3	
11.	Maharashtra	549	558	9	562	4	565	3	573	8	24	
12.	Meghalaya/Nagaland	20	23	3	28	5	28	-	29	1	9	
13.	Orissa	104	106	2	112	6	113	1	116	3	12	
14.	Punjab	202	206	4	211	5	213	2	213	-	11	
15.	Rajasthan	154	160	6	166	6	168	2	182	14	28	
16.	Tamil Nadu	258	267	9	272	5	273	1	273	-	15	
17.	Uttar Pradesh	508	512	4	521	9	524	3	523	-1	15	
18.	West Bengal/Tripura	357	359	2	372	13	383	11	384	1	27	
19.	Delhi	66	66	-	66	-	66	-	67	1		
All India		4,308	4,388	80	4,508	120	4,569	61	4,610	41	302	

Note :—The Colleges situated in the Union territories of Andaman & Nicobar Islands, Arunachal Pradesh, Mizoram, Pondicherry, Goa, Daman & Diu have been merged with the Colleges in Punjab, Assam, Meghalaya, Tamil Nadu, Maharashtra and Gujarat respectively. The Colleges in Chandigarh have been merged with the Colleges in the Punjab.

*UC—University Colleges ; AC—Affiliated Colleges.

APPENDIX X

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Growth of Affiliated Colleges (Arts, Science & Commerce only) During the Period from 1973-74 to 1977-78 : State-wise

S. No.	State/Union Territory	1973-74			1974-75		1975-76		1976-77		1977-78		Increase from 1973-74 to 1977-78
		Number of Colleges	Number of Colleges	Increase over the preceding year	Number of Colleges	Increase over the preceding year	Number of Colleges	Increase over the preceding year	Number of Colleges	Increase over the preceding year	Number of Colleges	Increase over the preceding year	
1.	Andhra Pradesh	178	189	11	204	15	210	6	216	6	38		
2.	Assam/Manipur	151	139	-12	146	7	147	1	150	3	-1		
3.	Bihar*	266	262	-4	273	11	278	5	276	-2	10		
4.	Gujarat	179	185	6	188	3	190	2	186	-4	7		
5.	Haryana	87	92	5	95	3	96	1	95	-1	8		
6.	Himachal Pradesh	23	20	-3	20	-	22	2	21	-1	-2		
7.	Jammu & Kashmir	24	22	-2	22	-	22	-	22	-	-2		
8.	Karnataka	214	221	7	227	6	247	-	234	7	20		
9.	Kerala	125	125	-	131	6	131	-	132	1	7		
10.	Madhya Pradesh	240	246	6	241	-5	242	1	239	-3	-1		
11.	Maharashtra	400	408	8	409	1	406	-3	409	3	9		
12.	Meghalaya/Nagaland	19	21	2	24	3	23	-1	24	1	5		
13.	Orissa	84	86	2	91	5	92	1	92	-	8		
14.	Punjab	156	161	5	167	6	167	-	165	-2	9		
15.	Rajasthan	89	89	-	93	4	97	4	110	13	21		
16.	Tamil Nadu	181	190	9	195	5	196	1	198	2	17		
17.	Uttar Pradesh	336	340	4	344	4	349	5	349	-	13		
18.	West Bengal/ Tripura/Sikkim	247	245	-2	247	2	248	1	248	-	1		
19.	Delhi	46	46	-	46	-	46	-	46	-	-		
All India		3,045	3,087	42	3,163	76	3,189	26	3,212	23	167		

Note :—The colleges situated in the Union territories of Andaman & Nicobar Islands, Arunachal Pradesh, Mizoram, Pondicherry, Goa, Daman & Diu have been merged with the Colleges in Punjab, Assam, Meghalaya, Tamil Nadu, Maharashtra and Gujarat respectively. The Colleges in Chandigarh have been merged with the Colleges in the Punjab.

*Also includes constituent Colleges.

APPENDIX XI

Number of Postgraduate Colleges (Arts, Science & Commerce only) (Affiliated) : State-wise (1973-74 to 1977-78)

S. No.	State	1973-74	1974-75	1975-76	1976-77	1977-78	Total
1.	Andhra Pradesh	8	10	11	16	15	7
2.	Assam/Manipur	5	4	5	2	2	-3
3.	Bihar	—	—	1	2	4	4
4.	Gujarat	48	56	56	30	20	-28
5.	Haryana	14	14	13	16	17	3
6.	Himachal Pradesh	—	—	1	—	1	1
7.	Jammu & Kashmir	—	—	—	—	—	—
8.	Karnataka	3	4	3	5	3	—
9.	Kerala	41	40	41	41	41	—
10.	Madhya Pradesh	104	114	116	116	110	6
11.	Maharashtra	97	120	123	130	141	44
12.	Meghalaya/Nagaland	1	—	—	—	—	—
13.	Orissa	3	4	3	3	3	—
14.	Panjab	34	35	34	33	36	2
15.	Rajasthan	20	19	17	18	35	15
16.	Tamil Nadu	53	57	60	64	66	13
17.	Uttar Pradesh	105	128	106	108	114	9
18.	West Bengal/Tripura	5	4	5	6	4	-1
19.	Delhi	—	—	—	—	—	—
Total		541	609	595	590	612	72

APPENDIX XII

**Strength and Distribution of Teaching Staff in University
Departments/University Colleges according
to Designation**

(1972-73 to 1977-78)

<i>Year</i>	<i>Professors</i>	<i>Readers</i>	<i>Lecturers*</i>	<i>Tutors/ Demonstrators</i>	<i>Total</i>
1972-73	2,460 (10.0)	3,938 (15.9)	16,431 (66.5)	1,875 (7.6)	24,704 (100.0)
1973-74	2,639 (9.9)	4,295 (16.1)	17,675 (66.3)	2,050 (7.7)	26,659 (100.0)
1974-75	2,803 (10.1)	5,141 (18.5)	17,700 (63.6)	2,186 (7.8)	27,830 (100.0)
1975-76	2,996 (9.5)	5,484 (17.3)	20,658 (65.3)	2,486 (7.9)	31,624 (100.0)
1977-77	3,055 (19.5)	5,707 (7.8)	20,824 (64.8)	2,556 (7.9)	32,142 (100.0)
1977-78					
(a) University Depart- ments	3,150	5,872	16,010	1,881	26,913
(b) University Colleges	327	757	7,827	1,318	10,229
Total	3,477 (9.4)	6,629 (17.8)	23,837 (64.2)	3,199 (8.6)	37,142 (100.0)

Note : Figures in parentheses indicate the percentage of the cadre to the total staff in the corresponding year.

***Including Assistant Professors and Assistant Lecturers.**

APPENDIX XIII

**Strength and Distribution of Teaching Staff in Affiliated
Colleges According to Designation**

(1972-73 to 1977-78)

<i>Year</i>	<i>Senior Teachers*</i>	<i>Lecturers**</i>	<i>Tutors/ Demonstrators</i>	<i>Total</i>
1972-73	15,068 (12.5)	91,701 (75.9)	14,051 (11.6)	1,20,820 (100.0)
1973-74	15,226 (11.7)	1,00,177 (77.1)	14,500 (11.2)	1,29,903 (100.0)
1974-75	16,396 (12.2)	1,03,456 (77.2)	14,100 (10.6)	1,33,952 (100.0)
1975-76	16,513 (12.1)	1,06,243 (78.1)	13,243 (9.8)	1,35,999 (100.0)
1976-77	16,797 (12.2)	1,07,255 (78.0)	13,421 (9.8)	1,37,473 (100.0)
1977-78	16,391 (11.6)	1,11,692 (79.1)	13,119 (9.3)	1,41,202 (100.0)

Note : Figures in parentheses indicate the percentage of the cadre to the total staff in the corresponding year.

* Including Principals.

** Including Assistant Professors & Assistant Lecturers.

APPENDIX XIV

Doctorate Degrees Awarded : Faculty-wise
(1973-74 to 1976-77)

<i>Faculty</i>	<i>1973-74</i>	<i>1974-75</i>	<i>1975-76</i>	<i>1976-77</i>
Arts	1,093	1,258	1,282	1,364
Science	1,327	1,515	1,516	1,671
Commerce	58	55	41	70
Education	60	77	82	98
Engineering/ Technology	95	163	136	152
Medicine	46	50	42	49
Agriculture	276	281	289	334
Veterinary Science	56	60	44	66
Law	4	5	14	15
Others	41	14	19	24
Total	3,056	3,478	3,465	3,843

APPENDIX—XV (A)

Viable and Non-Viable Colleges : 1973-74 and 1977-78
(Arts, Science and Commerce Colleges only)

(A) States having Three-Year degree courses in Arts, Science & Commerce

(NOTE : A viable college is a college having an enrolment of 400 or more after excluding PUC/Inter/PP)

S.No.	State	1973-74			1977-78		
		Viable Colleges	Non-viable Colleges	Total	Viable Colleges	Non-viable Colleges	Total
1	2	3	4	5	6	7	8
1.	Andhra Pradesh	101 (59.4)	69 (40.6)	170 (100.0)	99 (44.8)	122 (5.2)	221 (100.0)
2.	Assam.	30 (25.4)	88 (74.6)	118 (100.0)	Shown in Appendix XV (B)		
3.	Bihar	Shown in Appendix XV (B)					
4.	Gujarat	84 (49.4)	86 (50.6)	170 (100.0)	139 (71.3)	56 (28.7)	195 (100.0)
5.	Haryana	37 (47.4)	41 (52.6)	78 (100.0)	42 (43.8)	54 (56.2)	96 (100.0)
6.	Himachal Pradesh	9 (42.9)	12 (57.1)	21 (100.0)	7 (30.4)	16 (69.4)	23 (100.0)
7.	Jammu & Kashmir	11 (64.7)	6 (35.3)	17 (100.0)	13 (61.9)	8 (38.1)	21 (100.0)
8.	Karnataka	80 (41.9)	111 (58.1)	191 (100.0)	117 (51.3)	111 (48.7)	228 (100.0)
9.	Kerala	66 (74.2)	23 (25.8)	89 (100.0)	75 (68.8)	34 (31.2)	109 (100.0)
10.	Madhya Pradesh	89 (40.6)	130 (59.4)	219 (100.0)	116 (48.5)	123 (51.5)	239 (100.0)
11.	Manipur	5 (29.4)	12 (70.6)	17 (100.0)	Shown in Appendix XV (B)		
12.	Maharashtra	148* (44.3)	186* (55.7)	334* (100.0)	190 (46.9)	215 (53.1)	405 (100.0)
13.	Meghalaya	3 (18.8)	13 (81.2)	16 (100.0)	Shown in Appendix XV (B)		
14.	Nagaland	— (0.0)	4 (100.00)	4 (100.0)	Shown in Appendix XV (B)		

APPENDIX XV (A) (Contd.)

1	2	3	4	5	6	7	8
15. Orissa		16 (20.5)	62 (79.5)	78 (100.0)	Shown in Appendix XV (B)		
16. Punjab		62 (42.2)	85 (57.8)	147 (100.0)	66 (39.8)	100 (60.2)	166 (100.0)
17. Rajasthan		52 (49.1)	54 (50.9)	106 (100.0)	68 (63.6)	39 (36.4)	107 (100.0)
18. Sikkim		Did not exist —		—		1 (100.0)	1 (100.0)
19. Tamil Nadu		101 (60.5)	66 (39.5)	167 (100.0)	111 (57.8)	81 (42.2)	192 (100.0)
20. Tripura		6 (100.0)	— (0.0)	6 (100.0)	6 (100.0)	— (0.0)	6 (100.0)
21. Uttar Pradesh**		2 (50.0)	2 (50.0)	4 (100.0)	3 (75.0)	1 (25.0)	4 (100.0)
22. West Bengal		138 (69.0)	62 (31.0)	200 (100.0)	171 (71.5)	68 (28.5)	239 (100.0)
23. Delhi (Union Territory)		40 (93.0)	3 (7.0)	43 (100.0)	51 (98.1)	1 (1.9)	52 (100.0)
Total :		1,080 (49.2)	1,115 (50.8)	2,195 (100.0)	1,274 (55.3)	1,030 (44.7)	2,304 (100.0)

* Relates to all Universities except Bombay.

** Relates to only Banaras Hindu University.

APPENDIX XV (B)

Viable and Non-Viable Colleges : 1974-74 & 1977-78

(B) States having Two-Year degree courses in Arts, Science & Commerce

NOTE : A viable college is a college having an enrolment of 270 or more after excluding PUC/Inter/PP

S.No.	State	1973-74			1977-78		
		Viable Colleges	Non-viable Colleges	Total	Viable Colleges	Non-viable Colleges	Total
1.	Assam	Shown in Appendix XV(A)			36 (29.5)	86 (70.5)	122 (100.0)
2.	Bihar	49 (25.0)	147 (75.0)	196 (100.0)	89 (38.2)	144 (61.8)	233 (100.0)
3.	Maharashtra*	42 (80.8)	10 (19.2)	52 (100.0)	Shown in Appendix XV(A)		
4.	Manipur	Shown in Appendix XV(A)			6 (37.5)	10 (62.5)	16 (100.0)
5.	Meghalaya	Shown in Appendix XV(A)			6 (37.5)	10 (62.5)	16 (100.0)
6.	Nagaland	Shown in Appendix XV(A)			— (0.0)	6 (100.0)	6 (100.0)
7.	Orissa	Shown in Appendix XV(A)			39 (44.8)	48 (55.2)	87 (100.0)
8.	Uttar Pradesh**	196 (61.2)	124 (38.8)	320 (100.0)	246 (71.3)	99 (28.7)	345 (100.0)
	Total (B)	287 (50.5)	281 (49.5)	568 (100.0)	422 (51.2)	403 (48.8)	825 (100.0)
	Grand Total (A&B)	1,367 (49.5)	1,396 (50.5)	2,763 (100.0)	1,696 (54.2)	1,433 (45.8)	3,129 (100.0)

* Relates to only Bombay University.

** Relates to all Universities except Banaras Hindu University.

NOTE (a) Figures in parenthesis indicate percentage of viable & Non-viable Colleges to the total.

(b) The above analysis is confined to the Colleges for which enrolment data for the relevant years was available.

(c) The Colleges of Union Territories other than Delhi have been included in the respective States.

(d) Colleges which had only PUC/Inter/or equivalent courses have been excluded from the above analysis.

(e) The above analysis covers also University Colleges which were not functioning as Departments.

APPENDIX XVI

Record of Higher Education during the Fifth Plan

(1974-75 to 1977-78)

<i>Division/State</i>	<i>Average* growth of Students per annum</i>	<i>Total Colleges† (Arts, Science & Commerce added)</i>	<i>Non-Viable Colleges</i>	
			<i>1973-74</i>	<i>1977-78</i>
Div. I South				
Andhra	-0.4	38	69 (40.6%)	122 (55.2%)
Karnataka	3.7	23	111 (58.1%)	111 (48.7%)
Tamilnadu	1.3	17	66 (39.5%)	81 (42.2%)
Kerala	3.2	7	23 (25.8%)	34 (31.2%)
Div. II North				
Haryana	3.9	9	41 (52.6%)	54 (56.2%)
Jammu & Kashmir	4.5	-2	6 (35.3%)	8 (38.1%)
Punjab	0.8	6	85 (57.8%)	100 (60.2%)
Uttar Pradesh	5.5	17	126 (38.9%)	100 (28.9%)
Delhi	4.9	—	3 (7.0%)	1 (1.9%)
Himachal Pradesh	-3.4	-3	12 (57.1%)	16 (69.6%)
Div. III East				
Bihar	7.8	10	147 (75.0%)	144 (61.8%)
West Bengal**	-0.6	1	62 (31.0%)	69 (28.5%)
Orissa	4.7	7	62 (79.5%)	48 (55.2%)
Assam/Manipur	0.3	-1	100 (74.1%)	96 (69.6%)
Meghalaya/Nagaland	4.5	5	17 (85.0%)	16 (72.7%)
Div. IV West				
Gujarat	6.8	6	86 (50.6%)	56 (28.7%)
Madhya Pradesh	6.4	-2	130 (59.4%)	123 (51.5%)
Maharashtra	4.2	11	196 (50.8%)	215 (53.1%)
Rajasthan	5.9	25	54 (50.9%)	39 (36.4%)
Total (All India)	3.5	174	1396 (50.5%)	1433 (45.8%)

* Average annual compound rate of growth during the period 1973-74 to 1977-78.

** The 1977-78 figure of 69 against West Bengal includes one college of Sikkim.

† The figures include the total increase in Arts, Science, Commerce Colleges both affiliated and university colleges) in 1977-78 as compared to 1973-74.

APPENDIX XVII

Trends During 1977-78

<i>Division/ State</i>	<i>Growth of students over the preceding year in per- centage)</i>	<i>Colleges added (university colleges & affiliated colleges (Arts, Science & Commerce)</i>	<i>Increase in the number of post-graduate colleges (Arts, Science & Commerce)</i>
Div. I South			
Andhra	2.2	6	-1
Karnataka	10.1	7	-2
Tamil Nadu	1.1	2	2
Kerala	9.8	1	—
Div. II North			
Haryana	6.6	-1	1
Jammu & Kashmir	-2.2	—	—
Panjab	-1.3	-2	3
Uttar Pradesh	11.0	—	6
Delhi	11.1	—	—
Himachal Pradesh	17.4	-1	1
Div. III East			
Bihar	11.3	-2	2
West Bengal	-16.5	—	-2
Orissa	-2.7	—	—
Assam/Manipur	12.3	3	—
Meghalaya/Nagaland	21.3	1	—
Div. IV West			
Gujarat	6.9	-5	-10
Madhya Pradesh	17.6	-3	-6
Maharashtra	8.9	3	11
Rajasthan	22.0	13	17
Total (All India)	5.5	22	22

APPENDIX XVIII

List of Centres of Advanced Study in the Humanities and Social Sciences

<i>Sl. No.</i>	<i>Name of the Centre</i>	<i>Subject</i>	<i>Area of specialization</i>	<i>Year of recognition</i>
1	2	3	4	6
1.	Department of Economics Boribay University, Boribay-32.	Economics	Public Finance and Industrial Economics	1963
2.	Department of Economics Delhi University, Delhi.	—do—	Economics of Develop- ment and Economic History	1963
3.	Gokhale Institute of Politics & Economics Poona University	—do—	Agricultural Economics.	1963
4.	Department of Philosophy Madras University, Madras.	Philosophy	Advaita and Allied Systems of Philosophy	1964
5.	Department of Sanskrit Poona University, Poona.	Sanskrit	Sanskrit Literature	1964
6.	Department of Linguistics Annammalai University.	Linguistics	Dravidian Linguistics	1963
7.	Department of Education M.S. University of Baroda, Baroda.	Education	Education Research	1963
8.	Department of History Aligarh Muslim University	History	Medieval Indian History	1968
9.	Department of Sociology Delhi University	Sociology	Sociology	1968

APPENDIX XIX

List of Departments of Special Assistance in the Humanities and Social Sciences

<i>Subject</i>	<i>Name of the University/College</i>	<i>Year of establishment</i>
A. Economics	1. Osmania	1972
	2. Presidency College, Calcutta	1972
	3. Andhra	1977
	4. Panjab	1977
	5. Calcutta	1977
B. History	1. Patna	1972
	2. Allahabad	1977
	3. Mysore	1977
	4. Calcutta	1977
	5. Baroda	1977
C. Sociology	1. Bombay	1972
	2. Panjab	1977
D. Anthropology	1. Saugar	1972
	2. Ranchi	1977
E. Archaeology	1. Deccan College, Post-graduate & Research Institute, Poona.	1972
F. Psychology	1. Utkal	1976
	2. Allahabad	1977
G. Linguistics	1. Osmania	1977
H. Philosophy	1. Jadavpur	1977
	2. Rajasthan	1977

APPENDIX XX

List of Centres of Advanced Study with Areas of Specialisation
and Year of Recognition, in Science

<i>S.No.</i>	<i>Subject</i>	<i>Area of specialisation</i>	<i>Department</i>	<i>Year of recogni- tion</i>
1	2	3	4	5
1.	Physics	Theoretical Physics and Astrophysics	Department of Physics & Astrophysics Delhi University.	1963
2.	-do-	Radiophysics & Electronics	Institute of Radio- Physics & Electronics	1963
3	Chemistry	Chemistry of Textile Fibres and Dyes	Department of Chemical Technology	1963
4.	-do-	Chemistry of Natural Products	Department of Chemistry Delhi University	1963
5.	Botany	Plant Morphology and Embryology	Department of Botany Delhi University.	1963
6.	-do-	Plant Pathology and Mycology	Department Botany University of Madras	1963
7.	Zoology	Cell Biology and Endocrinology	Department of Zoology Delhi University.	1963
8.	-do-	Marine Biology	Department of Marine Biology, Annamalai University.	1963
9.	Geology	Himalayan Geology and Palaeontology.	Department of Geology Panjab University.	1963
10.	Mathematics	Pure Mathematics	Department of Mathematics Bombay University (in collaboration with the Tata Institute of Fundamental Research, Bombay).	1963
11.	Mathematics	Pure Mathematics	Department of Mathe- matics, Panjab University.	1963
12.	-do-	—do—	Department of Mathe- matics, University of Madras and Ramanujan Institute of Mathematics, Madras.	1967
13.	Astronomy	Experimental Astronomy.	Department of Astronomy and Nizamia Observatory, Osmania University, Hyderabad.	1964
14.	Biochemistry	Proteins, Lipids, Vitamins.	Department of Biochemistry Indian Institute of Science Bangalore.	1968

APPENDIX XXI

List of Departments approved under Special Assistance Programme
in Science Subjects

<i>Sl. No.</i>	<i>Department</i>	<i>University</i>
1	2	3
1	Bio-Chemistry	1. Lucknow University
2	-do-	2. M.S. University of Baroda
3	Bio-Physics	1. Indian Institute of Science, Bangalore
4	Biological Sciences	1. Madurai University
5	Botany	1. Andhra University
6	-do-	2. Banars Hindu University
7	-do-	3. Calcutta University
8	-do-	4. Lucknow University
9	-do-	5. Panjab University
10	-do-	6. Patna University
11	Chemistry	1. Allhabad University
12	-do- (Inorganic & Physical)	2. Indian Institute of Science, Bangalore
13	-do- (Pure)	3. Calcutta University
14	-do- (Physical)	4. Madras University
15	-do-	5. Osmania University
16	-do-	6. Panjab University
17	-do-	7. Poona University
18	-do-	8. Rajasthan University
19	-do-	9. Sardar Patel University
20	Geography	1. Aligarh Muslim University
21	-do-	2. Osmania University
22	Geology	1. Andhra University
23	-do-	2. Jadavpur University
24	-do-	3. Mysore University
25	Geology & Geophysics	1. Roorkee University
26	Metallurgical Engineering	1. Banaras Hindu University
27	Physics	1. Allhabad University
28	-do-	2. Andhra University
29	-do-	3. Roorkee University
30	Statistics	1. Poona University
31	Zoology	1. Banaras Hindu University
32	-do-	2. Calcutta University
33	-do-	3. Marathwada University

APPENDIX XXII

TEACHER FELLOWSHIP PROGRAMME

Institutions identified by the Commission for implementing the Programme of Teacher Fellowship direct in Science & Humanities

<i>S. No. Institutions</i>		<i>Subjects Identified</i>
1	2	3
1.	Aligarh	Chemistry, Mathematics, Botany, Zoology, Physics, History, Political Science (7).
2.	Allahabad	Chemistry, Mathematics, Botany, Geography, Psychology, Hindi, History, Philosophy (8).
3.	Annamalai	Zoology, Marine-Biology, Sanskrit (3).
4.	Andhra	Chemistry, Mathematics, Botany, Zoology, Nuclear Physics, Physics, Psychology, Hindi, Philosophy, Economics (10).
5.	Banaras	Chemistry, Mathematics, Botany, Geophysics, Zoology, Physics, Geography, Geology (8)
6.	Bangalore	Chemistry, Mathematics, Botany, Zoology, Sociology (5).
7.	Bombay	Chemistry, Mathematics, Physics, Sociology, Economics (5).
8.	Burdwan	Chemistry, Botany (2).
9.	Kurukshetra	Chemistry, Mathematics, Biological Science, Economics (4)
10.	Calcutta	Chemistry, Mathematics, Botany, Zoology, Geography, Geophysics, Geology, History, Political Science, Philosophy, Economics, Commerce (12).
11.	Calicut	Botany, Zoology, Physics (3).
12.	Gauhati	Chemistry, Botany (2).
13.	Gorakhpur	Chemistry, Botany, Zoology (3).
14.	Gujarat	Chemistry, Mathematics, Botany, Statistics, Zoology, Economics, Education (7).
15.	Guru Nanak Dev	Chemistry (1).
16.	Himachal Pradesh	Chemistry, Botany, Biological Science (3).
17.	Jadavpur	Chemistry, Mathematics, Geology, Physics, Philosophy (5).
18.	Jammu	Chemistry, Mathematics, Geology, Physics, Economics, History (6).

APPENDIX XXII (Contd.)

1	2	3
19.	Jodhpur	Chemistry, Zoology (2).
20.	Kalyani	Botany, Zoology (2).
21.	Karnatak	Chemistry, Botany, Statistics, Geology, Zoology, Philosophy (6).
22.	Kerala	Chemistry, Marine Biology, Botany, Statistics, Zoology, Linguistics (6).
23.	Lucknow	Chemistry, Mathematics, Botany, Geology, Geophysics, Zoology, Political Science, Economics (8)
24.	Madras	Chemistry, Mathematics, Botany, Statistics, Geology, Zoology, Physics, Bio-chemistry, Political Science, Psychology, Philosophy, Commerce (12).
25.	Madurai	Chemistry, Mathematics, Biological Science, Physics, Tamil (5).
26.	Magadh	Chemistry, Mathematics (2).
27.	M S. Univ of Baroda	Chemistry, Mathematics, Botany, Geology, Zoology, Economics, Education, Business Economics, (8).
28.	Marathwada	Chemistry, Botany, Zoology (3).
29.	Meerut	Mathematics, Botany (2).
30.	Mysore	Chemistry, Mathematics, Botany, Geology, Zoology, Physics, Geography (7).
31.	Nagpur	Chemistry, Botany, Geology, Zoology, Physics (5)
32.	North Eastern Hill	Political Science (1).
33.	North Bengal	Chemistry, Physics (2).
34.	Osmania	Chemistry, Botany, Zoology, Physics, Geography, Pol. Science, Linguistics, Telugu, Economics, Commerce (10).
35.	Panjab	Chemistry, Mathematics, Botany, Geology, Geophysics, Zoology, Physics, Geography, Political Science, English, Sociology, Economics, Commerce, Education (14)
36.	Patna	Chemistry, Mathematics, Botany, Geology, Zoology, Physics, History, Hindi (8).
37.	Poona	Chemistry, Botany, Statistics, Geology, Zoology, Physics, Geophysics, Pol. Science, Sanskrit, Philosophy, Sociology, Economics (12).
38.	Punjab	Mathematics, Physics, Economics, Linguistics (4).
39.	Rajasthan	Chemistry, Mathematics, Botany, Geology, Zoology, Physics, History, Political Science, English, Philosophy, Economics, Commerce (12).

APPENDIX XXII (Contd.)

1	2	3
40.	Ranchi	Physics, Anthropology (2).
41.	Roorkee	Chemistry, Mathematics, Geology, Geophysics, Physics (5).
42.	Sardar Patel	Chemistry, Botany, Physics (3).
43.	Saugar	Chemistry, Mathematics, Botany, Geology, Zoology, Physics, A.I. History, Hindi, Economics, Commerce, Anthropology, Psychology (12).
44.	Saurashtra	Chemistry, Biological Science (2).
45.	Shivaji	Botany, Zoology (2).
46.	SNDT Women's	Sociology (1).
47.	Sri Venkateswara	Chemistry, Botany, Zoology, Physics (4).
48.	Udaipur	Chemistry, Zoology, Physics (3).
49.	Utkal	Chemistry, Mathematics, Botany, Geography, Physics, Geology, Psychology, Oriya, Philosophy, Anthropology, Economics (10).
50.	Vikram	Chemistry, Botany, Geology, Zoology (4).

APPENDIX XXII (Contd.)

1

2

3

INSTITUTIONS DEEMED TO BE UNIVERSITIES

- | | | |
|----|-----------------------------------|---|
| 1. | B.I.T.S., Pilani | Mathematics, Biological Science (2). |
| 2. | CIEFL, Hyderabad | English (1). |
| 3. | I.I.Sc. Bangalore | Chemistry, Mathematics, Physics, Bio-Chemistry, Microbiology (5). |
| 4. | Tata Instt. of
Social Sciences | Psychology, Sociology, Economics, (3). |

OTHER INSTITUTIONS

- | | | |
|-----|---|--|
| 1. | Presidency College,
Calcutta | Chemistry, Mathematics, Botany, Geology, Physics,
Economics, Zoology (7). |
| 2. | Deccan College
P.G. & Research
Institute, Poona | Archaeology (1). |
| 3. | T.I.F.R. Bombay | Chemistry, Mathematics, Biological Sciences, Physics (4). |
| 4. | I.I.T., New Delhi | Chemistry, Mathematics, Physics (3). |
| 5. | I.I.T., Bombay | Chemistry, Mathematics, Physics (3). |
| 6. | I.I.T., Kanpur | Chemistry, Mathematics, Physics (3). |
| 7. | I.I.T., Madras | Chemistry, Mathematics, Physics (3). |
| 8. | I.I.T., Kharagpur | Chemistry, Mathematics, Physics (3). |
| 9. | B.A.R.C., Bombay | Chemistry, Mathematics, Physics (3). |
| 10. | National Physical
Laboratory,
New Delhi | Physics, Chemistry, Botany, Mathematics, Zoology (5). |
| 11. | National Chemical
Laboratory, Poona | Physics, Chemistry, Mathematics, Botany, Zoology (5). |
| 12. | National Geo-
physical Research
Laboratory,
Hyderabad. | Physics, Chemistry, Mathematics, Botany, Zoology (5). |
| 13. | Physical Research
Laboratory,
Ahmedabad | Physics, Chemistry, Mathematics, Botany, Zoology (5). |

APPENDIX XXIII

University Grants Commission

Approach to Development of Universities and Colleges in the Plan Period 1978-83

1. The Approach Paper for development of higher education, for the next Five Year Plan period outlines the basic philosophy and strategies for development of universities and colleges with a view to fulfilling the statutory obligation of the UGC for improvement of standards of higher education and research in the university system and keeping in view the suggestions contained in the UGC paper "Development of Higher Education in India—A Policy Frame". *The main focus of this approach paper is improvement of quality of university education and making extension as an integral part of the activities of the universities and colleges. Expansion of educational facilities, both by way of opening new universities, new university centres for postgraduate studies, new departments and new colleges would have very low priority.*

1(a). With a view to creating the essential basic conditions for proper development of higher education, the objective of the new policy is to reduce pressures on the university system by exercising restraint in establishment of new institutions, selective admissions to full-time institutions of higher education on the basis of merit, reservation of seats to weaker sections of society and providing channels of non-formal education. The improvement of quality of higher education and restructuring of courses of study at the undergraduate stage with the aim of making them more relevant is one of the main planks of reform of higher education. It is essential that the university teaching departments themselves satisfy the norms as viable units of teaching and research. If the university system is to discharge adequately its responsibilities to the entire educational system and to the society as a whole, it must assume extension as the third important responsibility and give it the same status as teaching and research.

Extension might include—educational extension work,—adult education and—community extension work. With the objective of the maintenance of adequate and proper standards in institutions of higher education and research, it is the responsibility of the UGC to strive to provide necessary guidance to the educational system and to assist in bringing about the needed transformation.

2. Financial Resources

The resources likely to be available for higher education in the next five years would be utilised to promote: (a) growth and development of universities and colleges to make them functional at an optimal level, strengthen their academic teaching and research activities, and initiate programmes of extension and interaction with the community, and (b) improvement of quality through special programmes and support for research and to develop major thrust areas in chosen disciplines. During the Fifth Plan, the resources available were to be utilised in the ratio of 2:1 for development of universities and colleges; and quality improvement programmes and research. Similarly the ratio of expenditure between the university sector and colleges sector was to be approximately in the ratio of 2:1. Based upon the implementation of the programmes and the dynamism which each of these sectors have so far demonstrated, necessary adjustments would need to be made in the next plan for expenditure in each of these sectors within the overall resources.

2(a). Accordingly, depending on a total allocation of about 210 crores to the UGC in the next five years allocation would be used in the ratio of 3:2 for (a) development programmes of universities and colleges; (b) quality improvement programmes and support for research. Further in the development programme, the distribution between the universities and the colleges would also be of the same ratio of 3:2.

2(b). Thus within a possible allocation of Rs. 210 crores in the sixth plan, about Rs. 130 crores would be for general development of universities and colleges and 80 for special quality programmes. Of the general development programmes, Rs. 80 crores may be utilised for the general development of universities and Rs. 50 crores for the general development of colleges. Grants for quality/special programmes would be on the basis of specified criteria.

A. University Sector

3. The basic philosophy adopted in the approach paper is that the universities represent a wide spectrum with respect to their age, present stage of growth and development, strengths and weaknesses; goals and objectives; financial and human resources and inputs; as well as managerial capabilities to discharge their functions effectively and the concern of the State Governments. The developmental assistance to the universities should therefore be

related to these factors keeping in view the limits to growth in size, the need for qualitative improvement and development of viable schools of teaching and research in the selected areas and to remove regional imbalances in the development of facilities for higher education in the country. The paper therefore makes an effort to distinguish well developed universities/departments from the rest and define different and appropriate strategies for UGC support to the universities/departments representing different levels of growth, development and capabilities.

3(a). The UGC subject panels would prepare individual subject department profiles indicating needs of attainment of certain optimal and critical size with regard to infrastructure facilities, faculty strength, supporting technical staff, student enrolment at different levels, nature of academic teaching and research activities and output. *Subject to these individual departmental profiles, the universities could be grouped under three categories :*

- (i). *Well Developed Universities :* Universities which have 60% or more of their departments with infrastructure facilities, staff strength, research effort and teaching programmes *above* a certain critical level, beyond the optimal growth stage (It is estimated 1/5 of universities are in this group).
- (ii). *Developing Universities :* Universities which have most of their departments (60% or more) in the still developing stage even to reach an optimal level of facilities and activities (It is estimated that about 3/5 of universities are in this group).
- (iii). *Universities which have the potential to reach well developed stage in next five years :* These are universities which are intermediate between (i) and (ii) above, and which have nearly 60% of their departments developed to a near optimal level and can be enabled to move from developing to developed sector, with critical inputs and guidance in next five years. (It is estimated that balance 1/5 of universities have such clusters of departments).

4. Well Developed Universities/Departments

On the basis of the individual subject department profiles formulated by the different subject panels, it would be possible to identify in each subject, *university departments which have reached a certain optimal and critical size with regard to infrastructure facilities, faculty strength, supporting technical*

staff, student enrolment at different levels, nature of academic teaching and research activities and output. Based on such departmental profiles, it would be possible to identify universities with more than 60% of the total number of departments, in the well developed category. It is estimated that nearly 20% of the university departments in various subjects and overall, also about 20% of universities would belong to this group of institutions.

4(a). *In the case of such well developed universities, the University Grants Commission would adopt a policy of minimising general developmental support of a general nature. On the other hand, such universities and their departments would receive essential and substantial support on the basis of importance and value of their academic programmes of teaching and research.*

4(b). The need for senior positions would be examined carefully on the basis of new thrust areas proposed or needed by the departments or new positions that may be created in case they qualify for support under programmes, such as, special assistance to selected departments/centres of advanced study etc., or by undertaking university leadership programmes or other activities of qualitative improvement in the subjects. Efforts will be made to institute a personal/merit promotion scheme.

4(c). Efforts would be made to coordinate and integrate the plan and non-plan resources and to provide for an adequate maintenance grant in consultation with the State Governments.

4(d). Introduction of new specialisation could be made by re-deployment of existing faculty positions which may fall vacant, as well as by use of other positions which may become available as part of time bound programmes of restructuring etc.

4(e). The needs of building up sophistication levels of infrastructure facilities would be integrated with the quality improvement programme, research support and any other specific project assistance which would be both time-bound and involve academic accountability.

5. Developing Universities/Departments

Universities/departments which are still in the developing stage would require normal developmental support for purposes of building up their infrastructure facilities, strengthening of staff etc., to reach a certain optimal or desirable level of functioning and maintenance of proper standards. Nearly 60% of departments and the universities would belong in this group. Spe-

cific norms for this purpose would be laid down in respect of departments in relation to their ongoing activities of teaching and research and *some guidance would be provided for utilising the Plan development grants to help in bringing up their facilities to an optimal level.*

5(a). Besides general developmental support, departments on basis of merit/evaluation *would be qualified to receive research project support as well as special programmes*, such as university leadership programmes, departmental research support etc.,

6. *A new feature of the approach paper relates to the intensive development of selected universities or clusters of departments in different regions and would involve departments which can be enabled to move from developing to developed sector within reasonable time and with critical inputs in next five years.*

6(a). The time schedule of beginning such intensive development in about 15 universities over a five-year plan period would be drawn up in advance and the universities concerned requested to make adequate preparations for initiating such intensive development.

6(b). Such intensive development could be initiated on a continuous basis annually in the two or three universities.

6(c). Selection of such universities or groups of departments would be done on well established criteria and departmental profiles and jointly in consultation with the State Government.

6(d). Each of these universities would thus be enabled to have at the end of the five-year period a certain number of their departments functioning at an optimal level and therefore capable of moving in the direction of developing major thrust areas in selected subjects and acquire the capabilities for participation in special programmes and quality improvement schemes.

6(e). Nearly 20% of the departments and the universities would belong to this category. With their development on an intensive basis, the overall level of institutions functioning at an optimal level would go up to 40% by end of next five years.

7. Opening of New Departments and New Areas of Specialisations

7(a). In the case of well developed universities, opening of new specialisations would be mainly for purposes of inter-disciplinary integration

based upon inter-departmental collaboration or in newly emerging areas which could be largely sustained by existing facilities within the university.

7(b). In the case of other universities, opening of new departments would be conditioned by overall needs for such departments within the State or region as a whole and conforming to the specific norms.

7(c). Any efforts to open new departments of study with sub-viable level inputs and inadequate preparation would be discouraged.

8. New Universities/University Postgraduate Centres/Academic Clusters

The general policy so far followed during the current Plan (V) period would be pursued, keeping in view the need for correcting regional imbalances, as also the prime need for full support required by the existing universities.

8(a). Opening of new university centres for postgraduate studies would be minimal and only in exceptional cases of justified need within the region. The scheme would be reviewed with a view to regulating development of postgraduate facilities in a co-ordinated manner in different regions of the country.

8(b). Special efforts would be made to build up academic cluster of groups of colleges pooling their resources for purposes of developing better standards of undergraduate education as well as to initiate in a coordinated manner, postgraduate courses of relevance to the region concerned.

9. Strengthening of Administrative and Planning Infrastructure of Universities

9(a). The visiting committees which assessed the Fifth Plan development requirements of various universities observed that in many a case the faculty was not involved in the formulation of the development proposals of departments in the universities. It was emphasised that *for the proper implementation of various development programmes the involvement of the faculty is an essential desideratum*. Each university should have a planning and evaluation board for the efficient implementation of various programmes.

9(b). Special efforts would be made to help universities to effectively implement the various plan programmes approved by UGC by strengthening the administrative and planning infrastructure in the universities. Each

university may set-up an academic planning board to look after the functions of perspective planning as well as implementation of plan development schemes, to bring about necessary academic reforms in courses of study, examinations and to take a comprehensive view of the research activities.

9(c). Annual review of progress would be resorted to and any scheme not initiated within the prescribed time, would be reviewed before it is renewed.

10. A few universities may be selected to undertake case studies on the problems of administrative support required for effectively implementing various developmental plans of the universities/departments.

11. Student Amenities

11(a). Our nation's greatest natural resource is the boundless energy and enthusiasm of our students joined to the wide variety of talents which these young people possess. Although higher education rightly concentrates on the training of the mind and on the intelligent application of skills required by difficult study, it is the "whole man" that must be taken care of. From this point of view, it becomes essential that care is taken to ensure:

- (a) that all good institutions have playing fields, gymnasias and other facilities for vigorous bodily exercise;
- (b) that cultural activities of every sort are stimulated among the students of this land whose music, theatre, art and dance are today the focus of much international interest;
- (c) that suitable material amenities are made available to students to permit the type of austere comfort which allows young people to concentrate on higher educational goals.

11(b). The ongoing schemes include the following:

- (i) Book Banks
- (ii) Health Centres
- (iii) Playfields
- (iv) Sports and Games
- (v) Cultural Activities

- (vi) Student Mobility Scholarships for National Integration
- (vii) Students' Aid Fund
- (viii) Field work Facilities
- (ix) Studentships for Special Courses
- (x) Career Guidance and Information Bureaux.

Each of these programmes would be reviewed and reoriented wherever necessary, and implemented during the next Plan period also, to the extent the overall resources position would permit.

11(c). The programmes covered under student amenities/welfare may be reviewed and reoriented wherever necessary. The State Governments may also mobilise resources to provide for bursaries, hostel seats, play fields, health centres etc., particularly to ensure access to higher education by students from weaker sections, and possibly by minimising on setting up of new colleges.

12. Faculty Improvement and Teacher Amenities

Programmes which have beneficial impact on teachers would include a variety of training programmes under the Faculty Improvement Programme which would help upgrade their competence as teachers and therefore aid in maintenance and improvement of standards.

12(a). A large number of summer institutes, refresher courses, short-term courses, ULP type of activities would be continued on the advice of the subject panels.

12(b). The Faculty Improvement Programmes of enabling teachers to acquire academic qualification such as M.Phil. and Ph.D. would be required to draw up its Plan well in advance over a five-year period so that the participating teachers could make necessary arrangements to proceed for such a training.

12(c). The career awards, national associateships, national fellowships and national lectures programmes would be further strengthened to the extent required.

12(d). The scheme of utilisation of services of retired teachers would be reviewed and taken up for implementation depending upon the beneficial impact it may have had so far.

13. Residences for Students and Staff

Every effort would be made, to the extent resources permit to augment residences for students and staff by way of hostels, staff quarters, teachers hostels and faculty facilities/complexes so as to help in mobility of academic community for various academic programmes. Improvement of existing hostels would also be taken up.

14. International Collaboration and Joint-research Programmes

14(a). Opportunities for university system to interact with the International programmes, scientists and scholars in other countries would be continued by way of participation in International conferences, seminars, symposia as well as training programmes of specialised nature.

14(b). The existing channels of bilateral arrangements and cultural exchange programmes would be strengthened in areas of importance.

14(c). Assistance from International agencies, such as the UNDP/UNESCO would be channelised to specific programmes so as to derive the maximum benefit.

14(d). Joint-research projects of mutual interest and with national norms would be encouraged to be taken up.

15. Special Programmes and Support for Research

The present policy of inviting departments to participate in various quality improvement programmes would be continued. The selection would be made on the basis of comparative evaluation of the departments concerned and on the advice of the Subject Panels and the Standing Committees constituted for such programmes.

15(a). The programmes such as the Centres of Advanced Study, Special Assistance to Selected Departments, Support for major departmental research programmes would largely be in the university departments but any college department which fulfils the required criteria could also be invited to participate in such special programmes.

15(b). *The programmes for qualitative improvement of undergraduate education, viz., College Science Improvement Programme (COSIP) and the College Humanities and Social Sciences Improvement Programme (COHSSIP) would be considerably strengthened and expanded in the light of the experience*

gained during the Fifth Plan period. The nature of implementing these programmes in the individual colleges as well as under the University Leadership Programme would be made flexible to meet specific situations and keeping in view the recommendations made by the Standing Committee for the College Science Improvement Programme. Special emphasis would be given for production of reading materials, teaching aids, demonstration aids and equipment for laboratory instruction. Inter-university and inter-regional programmes of the ULP type would be initiated so that the network for qualitative improvement of undergraduate education could be strengthened with adequate number of effectively functioning units or loci. The monitoring of these programmes would be made effective through State level and regional committees involving participants from universities and colleges. The benefits of these programmes would largely accrue to the colleges sector.

15(c). *Support for strengthening of university research and increasing their participation in the total national research and developmental effort would be considerably increased. The main components of such a programme in next five years would include the following:*

- (a) Individual (Major/Minor) Group, Departmental inter-departmental, inter-institutional, socially relevant action research.
- (b) Opportunities for teachers to work in other institutions for short periods;
National Associates;
Career awards.
- (c) Opportunities for full time research effort. National fellowships
National Lecturerships Visiting Appointments
Research Associateships
Research Fellowships (Sr./Jr.)
- (d) Interaction with other R & D institutions/industry.
- (e) Creation of central regional facilities—Instrumentation, Computers, Library Services.

16. Extension Activities

As indicated in the approach paper, *the universities would be required to discharge adequately their responsibilities not only in the area of teaching and research but also by taking up extension work and accepting certain*

responsibilities for the entire educational system and to the communities around them.

16(a). Extension should be made an integral part of the university culture and accepted by all and may assume a variety of programmes and activities most suited to different university situations. Such extension activities may be either in the nature of interaction with all levels of educational system, primary, secondary education in schools or adult education and non-formal education programmes including use of mass media and educational technology, science education centres for creative work by all sections of society, action oriented research programmes for solving local problems.

16(b). On the other hand, it may involve closer interaction with the society in programmes of integrated rural development, inculcation of scientific temper and awareness of impact of science in every day life and proper utilisation of products of science and technology, extension lectures etc.

16(c). It could also include well defined efforts towards production of books, reading materials, and other activities of production of materials for formal and non-formal/adult education programmes by utilising the infrastructure facilities of the universities and colleges and interacting with local voluntary organisations, industries etc.

16(d). Within the university system also, a number of ULP type of activities could be initiated for establishing continuous channels of communication and concern with colleges affiliated to it and schools in the region.

16(e). *Acceptance of extension as a part of the overall university culture would require recognition of these activities as contributing to the total work load of the teachers and also should not involve any additional payment specifically for such extension activities.*

17. On the basis of the above programmes, *suitable guidelines would be drawn up for universities to undertake objective self-studies and formulate suitable proposals for development and qualitative improvement in the next five years.* A specific schedule/time table would be laid down for sending the guidelines, preparation and forwarding of plan proposals and finally for visits by the Visiting Committees for examination of the proposals.

18(a). The above implies the creation of and/or strengthening of the planning capability and also of the implementation machinery at the institu-

tional level, in colleges and universities and also at State Government level.

18(b). *Effective State level planning machinery for Higher Education may have to be provided through legislation.* The State Governments should clearly indicate resources available for higher education in any plan and through this machinery, define how they will be used to support existing universities and colleges in relation to their approved programmes of development and what funds, if any, would be left for setting up of new universities or colleges.

18(c). The University Grants Commission would consider having field officers working in different regions for purposes of establishing a continuous dialogue on academic problems with the institutions and to disseminate information and to interact with universities and colleges more closely and to provide feedback information to the University Grants Commission so that it may develop and re-orient its programmes in relation to emerging needs of higher education in different regions.

APPENDIX XXIV

Grants to Central and State Universities for Miscellaneous Schemes : 1974-75 to 1977-78

(Amount in Rupees)

	1974-75	1975-76	1976-77	1977-78
1	2	3	4	5
1. Grants to Jawaharlal Nehru University	1,66,53,841.85	1,90,77,936.37	1,53,74,166.68	90,44,465.01
2. Grants to North Eastern Hill University	50,00,000.00	70,00,000.00	1,09,25,000.00	1,11,50,000.00
3. Grants to Indian Institute of Science, Bangalore	1,11,14,631.50	—	—	—
4. Grants to Delhi University (for Development of South Campus)	—	45,30,240.00	2,82,720.70	3,49,000.00
5. Grants to Indian School of Mines, Dhanbad	10,97,201.55	—	—	—
6. Grants to CEIEFL, Hyderabad	—	—	19,65,000.00	29,00,000.00
7. Grants to New Central Universities (Hyderabad)	10,00,000.00	1,10,50,000.00	1,35,73,889.11	89,78,300.41
8. University Postgraduate Centres	31,54,564.68	46,00,640.00	48,92,000.00	46,50,342.28
9. College Science Improve- ment Programme	82,57,195.51	84,45,999.53	1,08,27,211.48	65,74,600.08
10. College Humanities & Social Sciences Improve- ment Programme	—	8,37,693.68	18,37,882.10	44,42,380.94
11. Faculty Awards				
(a) National Fellowships	1,38,444.74	2,75,136.03	2,53,848.96	1,99,592.50
(b) National Lecturers	—	—	—	—
(c) National Associates	19,752.08	38,868.77	99,271.03	97,657.17
(d) Sabbatical Leave	45,278.00	39,400.00	5,892.32	10,451.61
(e) Visiting Professorships	1,944.80	—	37,38,000.00	8,50,000.00

Appendix XXIV (Contd.)

1	2	3	4	5	6
11. (f) Utilisation of Services of Retired Teachers	8,83,341.53	17,77,075.99	35,60,194.24	20,34,623.43	
(g) Research Associate- ships	—	1,11,039.19	2,30,461.26	2,85,946.99	
12. Faculty Improvement Programmes					
(a) (i) Summer Institutes	21,66,035.91	5,96,052.25	33,67,968.14	25,24,292.52	
(ii) Teacher Fellowships	—	—	7,26,671.62	1,11,79,634.51	
(b) Seminars, Orientation Courses and Conferences	7,60,186.93	16,02,566.80	21,87,273.11	16,98,971.68	
(c) Training programme for Laboratory & Work- shop Technicians	87,792.34	—	—	—	
(d) New Programmes	—	—	—	—	
13. Examination Reforms	69,103.67	2,11,958.57	7,06,448.60	5,15,761.72	
14. Correspondence courses	2,87,802.90	12,71,739.12	10,05,750.00	4,28,411.56	
15. Unassigned Grants	15,37,182.51	20,97,538.26	20,04,770.94	22,85,641.73	
16. Publication of Research Works (including doctorate theses)	3,69,640.90	2,83,424.67	8,05,509.18	9,77,923.80	
17. Adult Education	2,72,000.00	3,69,993.77	60,000.00	8,70,255.06	
18. Construction of Library Buildings	21,58,393.39	19,19,423.62	29,44,469.86	27,44,800.00	
19. Construction of Residential Accommodation for Teachers					
(a) Staff Quarters	29,18,969.30	19,69,675.92	21,16,426.78	35,17,626.53	
(b) Teachers Hostels	12,30,745.24	7,83,000.00	1,81,204.29	5,96,000.00	
20. (a) Construction of Hostels	77,58,731.64	56,85,175.13	43,51,128.12	36,88,417.14	
(b) Improvement of Hostel Facilities	45,881.57	2,000.00	1,07,000.00	2,36,200.00	
21. Guest Houses	1,64,236.00	1,80,000.00	2,07,797.00	3,40,000.00	

Appendix XXIV (Contd.)

1	2	3	4	5
22. Printing Press	4,62,395.44	3,41,571.94	2,56,236.58	
23. Welfare Schemes				
(a) Students' Aid Fund	4,79,492.56	4,23,154.75	4,73,071.48	
(b) Non-Resident Students Centre	1,67,408.00	25,000.00	55,849.00	
(c) Student Study Homes	8,44,978.00	2,58,268.19	1,08,000.00	
(d) Health Centres	8,34,487.86	3,76,085.30	7,25,723.30	
(e) Water Coolers	7,325.09	363.00	2,150.00	
(f) Study Centers	4,77,400.78	9,14,436.19	5,72,382.31	
(g) Visiting Studentships	31,187.20	13,235.00	5,099.50	
(h) Employment Information Career Advising and Educational Guidance for University/College Students	28,075.27	33,832.56	25,290.49	
(i) ESH/Improvement of Canteen Facilities	—	—	1,50,000.00	
24. Scholarships				
(a) Arabic and Persian	34,200.00	56,800.00	65,700.00	
(b) Hill Area Scholarships	70,107.07	1,55,117.50	81,422.10	
(c) Sanskrit/Pali/Prakrit	54,000.00	57,033.87	66,000.00	
25. Cultural and Bilateral Exchange Programmes	7,98,417.09	7,24,665.71	5,15,968.04	
26. Indo-USSR Credit Project	14,91,277.04	4,57,616.39	3,50,000.00	
27. Medical Colleges (Central Universities)				
(a) Aligarh Muslim University				
(i) Building	1,30,000.00	1,50,000.00	—	
(ii) Equipment	8,36,108.35	2,500.00	1,50,000.00	
(iii) Library	1,00,000.00	6,092.34	50,000.00	
(iv) Furniture	—	—	—	
(v) Staff & Maintenance	—	—	20,000.00	
(vi) Other schemes	2,77,388.00	2,45,000.00	91,312.62	

Appendix XXIV (Contd.)

1	2	3	4	5	6
27. (b) Banaras Hindu University					
(i) Buildings	3,71,000.00	2,07,752.87	29,451.55	61,419.28	
(ii) Equipment	6,25,000.00	2,48,377.82	5,59,098.37	16,25,000.00	
(iii) Library	79,936.00	2,00,000.00	1,20,064.00	2,00,000.00	
(iv) Furniture	15,000.00	—	—	—	
(v) Staff & Maintenance	2,70,000.00	1,00,000.00	2,24,009.10	2,75,300.00	
(vi) Other Schemes	—	1,64,689.37	6,17,000.00	—	
(c) Delhi University					
(i) Buildings	—	—	—	—	
(ii) Equipment	—	—	—	—	
(iii) Library	—	—	2,50,000.00	50,000.00	
(iv) Furniture	—	—	—	—	
(v) Staff & Maintenance	—	—	—	—	
(vi) Other Schemes	6,50,000.00	11,93,000.00	27,00,000.00	27,00,000.00	
28. Hospitals attached to Medical Colleges of Central universities					
(i) Non-recurring	59,04,393.78	32,95,562.93	84,30,000.00	38,33,000.00	
(ii) Recurring	6,00,900.00	—	—	—	
29. Development of Campus (Central Universities)	17,66,471.43	11,80,200.00	14,77,968.00	67,83,940.00	
30. Students Amenities (Central Universities)	12,43,847.44	8,10,927.21	2,15,588.04	51,214.16	
31. Revision of Salary Scales of Non-technical Teachers	5,80,316.41	1,81,956.58	2,35,343.00	6,233.00	
32. Centenary and Jubilee Grants	8,19,351.50	3,41,000.00	3,16,791.00	19,85,262.99	
33. Three Year Degree Course	29,239.00	—	—	—	

Appendix XXIV (Contd.)

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1	2	3	4	5	6
34. Establishment of Tagore Chairs	52,000.00	—	4,000.00	—	96,000.00
35. Guru Gobind Singh Chairs	—	—	—	—	—
36. Nanak Chairs & Nanak Centenary	14,518.72	30,000.00	—	—	—
37. Gandhi Centenary Programmes	3,627.68	721.91	—	—	500.00
38. Gandhi Bhawan	16,310.94	4,950.64	5,000.00	—	—
39. Collection and Preservation of Manuscripts	—	20,000.00	9,000.00	24,000.00	—
40. Appointment of Development Officers	1,14,370.96	24,384.21	1,54,871.47	80,869.80	—
41. Appointment of Trained Coaches	1,86,069.64	1,67,902.07	21,569.96	51,343.27	—
42. Common facilities Programme					
(a) Development of Computer facilities	—	1,76,03,118.30	77,26,023.35	1,41,17,528.83	—
(b) Central Instrumentation facilities	—	13,90,829.00	15,70,000.00	31,44,876.97	—
(c) Science Education Centre	—	—	4,00,000.00	—	—
43. Travel grant to Research fellows/scholars/college teachers for attending conferences within the country and abroad	91,197.41	64,516.53	1,97,437.81	2,14,726.87	—
44. Miscellaneous	27,75,781.66	10,47,602.18	17,71,567.05	9,43,988.15	—
TOTAL 'E'	9,05,28,430.86*	10,72,81,842.01*	11,91,36,943.81*	12,53,76,502.32*	—

*It does not include Payment by Adjustment

APPENDIX XXV

Statement showing Grants paid to Universities during the year 1977-78 (Major Headwise) under Plan and Section-III

Central Universities	A	B	C	D	E	Total	Sec III	Grand Total
1	2	3	4	5	6	7	8	9
1. Aligarh Muslim	10,01,086.84	25,67,719.88	24,84,900.00	—	33,82,060.51	94,35,767.23	12,472.20	94,48,239.43
2. Banaras Hindu	12,15,768.51	26,96,081.55	49,77,126.44	—	1,16,86,471.10	2,05,75,447.60	12,173.78	2,05,87,621.38
		*5,437.17				*5,437.17		*5,437.17
3. Delhi	16,32,167.29	20,79,330.52	39,796.20	—	45,78,833.47	83,30,127.48	16,000.00	83,46,127.48
4. Hyderabad	40,000.00	1,75,800.00	—	—	90,26,300.41	92,42,100.41	—	92,42,100.41
5. Jawaharlal Nehru	1,68,609.65	2,81,220.51	—	—	1,08,36,091.46	1,12,85,921.62	17,772.20	1,13,03,693.82
6. North Eastern Hill	26,302.30	1,41,400.00	6,300.00	1,20,000.00	1,13,76,997.15	1,16,70,999.45	3,000.00	1,16,73,999.45
7. Visva Bharati	12,05,200.00	21,31,900.00	—	—	5,01,219.78	38,38,319.78	3,549.60	38,41,869.38
Total	52,89,134.59	1,00,73,452.46	75,08,122.64	1,20,000.00	5,13,87,973.88	7,43,78,683.57	64,967.78	7,44,43,651.35
		*5,437.17				*5,437.17		*5,437.17

*By Adjustment.

Institutions Deemed

to be Universities	A	B	C	D	E	Total	Sec. III	Grand Total
1. Birla Institute of Technology & Science	3,00,000.00	22,84,234.62	8,10,638.46	—	82,763.52	34,77,656.60	157.54	34,77,814.14
2. Central Institute of English and Foreign Languages	1,04,602.41	—	—	—	33,18,832.20	34,23,434.61	—	34,23,434.61
3. Gujarat Vidyapith	1,41,076.50	80,000.00	—	—	2,83,635.23	5,04,711.73	—	5,04,711.73
4. Gandhigram Rural Institute	50,000.00	—	—	—	—	50,000.00	8,000.00	58,000.00
5. Gurukul Kangri Vishwavidyalaya	41,800.00	—	—	—	—	41,800.00	—	41,800.00
6. Indian Institute of Science	6,700.00	12,97,096.78	23,05,358.29	—	1,79,125.36	37,88,180.43	18,624.54	38,06,804.97
7. Indian School of Mines	—	96,000.00	1,07,94,590.54	—	84,419.44	1,09,75,009.98	—	1,09,75,009.98
8. Jamia Millia Islamia	8,93,880.65	4,500.00	—	—	64,654.34	9,63,034.99	—	9,63,034.99
9. Tata Institute of Social Sciences	9,06,640.18	—	—	—	3,13,465.00	12,20,105.18	37,776.69	12,57,881.87
10. Indian Agricultural Research Institute	—	—	—	—	—	—	—	—
Total	24,44,699.74	37,61,831.40	1,39,10,507.29	—	43,26,895.09	2,44,43,933.52	64,558.77	2,45,08,492.29

Appendix XXV (Contd.)

State Universities	A	B	C	D	E	Total	Sec. III	Grand Total
ANDHRA PRADESH								
1. Andhra	10,70,030.86	40,45,629.33	17,54,622.04	14,70,000.00	11,31,231.07	95,01,513.30	27,000.00	95,28,513.30
					*5,760.00	*5,760.00		*5,760.00
2. Andhra Pradesh Agricultural	—	2,500.00	—	—	4,681.00	7,181.00	—	7,181.00
					*53.00	*53.00		*53.00
3. Nagarjuna	6,286.67	15,583.87	—	—	—	21,870.54	—	21,870.54
4. Osmania	15,19,580.65	41,39,481.21	4,63,741.94	11,50,000.00	22,03,266.18	94,76,069.98	16,600.00	94,92,669.98
					*28,950.27	*28,950.27		*28,950.27
5. Jawaharlal Nehru Technological	—	—	—	—	—	—	—	—
6. Kakatiya	—	22,912.90	—	—	—	22,912.90	—	22,912.90
7. Sri Vekateswara	10,19,892.74	16,67,948.26	6,86,439.40	5,10,000.00	17,22,370.01	56,06,650.41	5,470.97	56,12,121.38
		*135.90				*135.90		*135.90
Total	36,15,790.92	98,94,055.57	29,34,803.38	31,30,000.00	30,61,548.26	2,46,36,198.13	40,070.97	2,46,85,269.10
		*135.90			*34,763.27	*34,899.17		*34,899.17

*By Adjustment.

Appendix XXV (Contd.)

State Universities	A	B	C	D	E	Total	Sec. III	Grand Total
ASSAM								
1. Assam Agricultural	-	-	2,000.00	-	-	2,000.00	-	2,000.00
2. Dibrugarh	4,16,500.00	19,73,250.00	-	1,80,000.00	6,53,243.66	32,24,993.66	10,000.00	32,34,993.66
					*3,051.00	*3,051.00		*3,051.00
3. Gauhati	5,09,787.10	7,70,350.00	-	6,00,000.00	4,72,003.88	23,52,140.98	-	23,52,140.98
Total	9,26,287.10	27,43,600.00	2,000.00	7,80,000.00	11,27,247.54	55,79,134.64	10,000.00	55,89,134.64
					*3,051.00	*3,051.00		*3,051.00

*By Adjustment

Appendix XXV (Contd.)

State Universities	A	B	C	D	E	Total	Sec. III	Grand Total
BIHAR								
1. Bhagalpur	1,50,050.00	6,48,011.95	—	4,40,000.00	4,14,720.67	16,52,782.62	—	16,52,782.62
2. Bihar	8,26,209.68	10,00,800.00	—	4,30,000.00	2,99,391.72	25,46,401.40	—	25,46,401.40
3. K.S. Darbhanga Sanskrit	36,000.00	27,000.00	—	—	4,03,000.00	4,66,000.00	—	4,66,000.00
4. Magadh	5,91,648.38	2,64,000.00	—	4,40,000.00	2,30,102.24	15,25,750.62	—	15,25,750.62
5. L.N. Mithila	5,009.68	5,000.00	—	—	87,361.89	97,371.57	—	97,371.57
6. Patna	2,62,497.24	4,42,869.80	—	1,20,000.00	3,45,775.28	11,71,142.32	1,500.00	11,72,642.32
7. Ranchi	5,79,937.09	3,41,619.88	—	4,00,000.00	1,08,990.40	14,30,547.37	—	14,30,547.37
8. Rajendra Agricultural	—	20,632.26	—	—	—	20,632.26	—	20,632.26
Total	24,51,352.07	27,49,933.89	—	18,20,000.00	18,89,342.20	89,10,628.16	1,500.00	89,12,128.16

Appendix XXV (Contd.)

State Universities	A	B	C	D	E	Total	Sec. III	Grand Total
GUJARAT								
1. Gujarat Ayurveda	—	—	—	—	—	—	—	—
2. Gujarat	5,25,269.35	15,48,450.00	20,000.00	16,00,000.00	6,04,483.00	42,98,202.35	7,500.00	43,05,702.35
3. Gujarat Agricultural	—	—	—	—	—	—	—	—
4. M.S. Univer- sity Baroda	6,62,300.74	7,70,299.14	9,88,221.68 *15,000.00	—	3,02,120.58	27,22,942.14 *15,000.00	41,816.20	27,64,758.34 *15,000.00
5. Sardar Patel	2,60,950.00	13,45,250.00	—	2,00,000.00	3,87,215.13	21,93,415.13	7,000.00	22,00,415.13
6. Saurashtra	2,71,750.00	3,05,900.00	—	6,00,000.00	2,01,298.45	13,78,948.45	—	13,78,948.45
7. South Gujarat	2,45,000.00	8,59,800.00	70,000.00	4,00,000.00	3,10,075.93	18,84,875.93	8,000.00	18,92,875.93
Total	19,65,270.09	48,29,699.14	10,78,221.68 *15,000.00	28,00,000.00	18,05,193.09	1,24,78,384.00 *15,000.00	64,316.20	1,25,42,700.20 *15,000.00

*By Adjustment.

Appendix XXV (Contd.)

State Universities	A	B	C	D	E	Total	Sec. III	Grand Total
HARYANA								
1. Haryana								
Agricultural	4,800.00	11,171.43	—	—	42,516.00	58,487.43	18,975.00	77,462.43
2. Kurukshetra	3,68,621.00	16,49,165.45	43,530.80	15,60,000.00	7,58,728.99	43,80,046.24	2,000.00	43,82,046.24
3. Maharsshi								
Dayanand	2,000.00	—	—	—	—	2,000.00	—	2,000.00
Total	3,75,421.00	16,60,336.80	43,530.80	15,60,000.00	8,01,244.99	44,40,533.67	20,975.00	44,61,508.67
HIMACHAL								
1. Himachal								
Pradesh	2,67,911.94	2,90,700.00	—	3,40,000.00	57,072.50	9,55,684.44	—	9,55,684.44
Total	2,67,911.94	2,90,700.00	—	3,40,000.00	57,072.50	9,55,684.44	—	9,55,684.44
JAMMU & KASHMIR								
1. Jammu	6,99,783.87	15,49,650.00	—	—	3,63,550.65	26,12,984.52	114.00	26,13,098.52
2. Kashmir	6,06,000.00	2,84,206.45	—	2,40,000.00	1,87,082.53	13,13,288.98	—	13,13,288.98
Total	13,05,783.87	18,33,856.45	—	2,40,000.00	5,46,633.18	39,26,273.50	114.00	39,26,387.50

State Universities	A	B	C	D	E	Total	Sec. III	Grand Total
KARNATAKA								
1. Bangalore	5,42,615.69	39,32,425.98	19,55,000.00	6,80,000.00	10,51,267.57	81,61,309.24	3,000.00	81,63,309.24
					*4,779.10	*4,779.10		*4,779.10
2. Karnatak	6,77,799.14	10,77,316.22	50,000.00	8,80,000.00	15,09,932.64	41,95,048.00	1,057.33	41,96,105.33
3. Mysore	2,85,546.32	10,36,346.13	—	9,40,000.00	49,70,323.35	72,32,215.80	2,500.00	72,34,715.80
4. University of Agricultural Sciences	10,000.00	38,800.00	—	—	—	38,800.00	—	38,800.00
Total	15,15,961.15	60,74,888.33	20,05,000.00	25,00,000.00	75,31,523.56	1,96,27,373.04	5,557.33	1,96,32,930.37
					*4,779.10	*4,779.10		*4,779.10

*By Adjustment.

Appendix XXV (Contd.)

State Universities	A	B	C	D	E	Total	Sec. III	Grand Total
KERALA								
1. Calicut	8,43,829.03	16,22,628.57	—	8,40,000.00	12,93,431.18	45,99,888.78	4,400.00	46,04,288.78
2. Cochin	95,100.00	5,91,938.81	10,50,000.00	—	2,51,415.65	19,88,454.46	5,400.00	19,93,854.46
					*6,631.70	*6,631.70		*6,631.70
3. Kerala Agricultural	—	—	—	—	13,500.00	13,500.00	—	13,500.00
4. Kerala	3,01,146.02	7,66,514.29	—	12,10,000.00	9,73,849.57	32,51,509.88	3,300.00	32,54,809.88
Total	12,40,075.05	29,81,081.67	10,50,000.00	20,50,000.00	25,32,196.40	98,53,353.12	13,100.00	98,66,453.12
					*6,631.70	*6,631.70		*6,631.70

*By adjustment.

Appendix XXV (Contd.)

State Universities	A	B	C	D	E	Total	Sec. III	Grand Total
MAHARASHTRA								
1. Bombay	10,30,808.71	21,01,117.00	5,91,501.20	8,00,000.00	6,90,301.32	52,13,728.23	—	52,13,728.23
2. Konkan Krishi Vidyapith	—	—	—	—	—	—	—	—
3. Mahatma Phule Krishi Vidyapith	—	—	—	—	27,165.03	27,165.03	—	27,165.03
4. Marathwada	2,26,750.00	8,05,730.14	—	8,87,500.00	2,43,596.15	21,63,576.29	5,128.90	21,68,705.19
5. Marathwada Krishi Vidyapith	—	28,700.00	—	—	—	28,700.00	—	28,700.00
6. Nagpur	9,43,665.20	26,00,287.10	12,04,780.33	16,00,000.00	7,62,310.08	71,11,042.71	—	71,11,042.71
7. Poona	15,19,155.66	44,55,900.00	—	14,00,000.00	36,45,845.02	1,10,20,900.68	2,000.00	1,10,22,900.68
8. Punjabrao Krishi Vidyapith	1,000.00	—	—	—	—	1,000.00	—	1,000.00
9. S.N.D.T. Women's	2,57,500.00	2,07,000.00	6,00,000.00	2,40,000.00	11,04,982.99	24,19,482.99	—	24,19,482.99
10. Shivaji	3,18,800.00	21,02,941.93	—	12,00,000.00	2,38,165.79 *7,690.83	38,59,907.72 *7,690.83	10,000.00	38,69,907.72 *7,690.83
Total	43,07,679.57	1,23,01,676.17	23,96,281.53	61,27,500.00	67,12,366.38 *7,690.83	3,18,45,503.65 *7,690.83	17,128.90	3,18,62,632.55 *7,690.83

*By adjustment.

Appendix XXV (Contd.)

State Universities	A	B	C	D	E	Total	Sec. III	Grand Total
MADHYA PRADESH								
1. A.P. Singh	14,000.00	3,01,750.00	—	6,00,000.00	1,53,000.00	10,68,750.00	—	10,68,750.00
2. Bhopal	6,19,216.13	7,10,800.00	—	3,00,000.00	7,88,489.33	24,18,505.46	—	24,18,505.46
3. Indira Kala Sagar Vishwa- vidyalay	3,22,000.00	—	—	—	70,696.53	3,92,696.53	—	3,92,696.53
4. Indore	5,59,334.46	20,17,670.97	—	2,40,000.00	2,88,149.06	31,05,154.49	—	31,05,154.49
5. Jabalpur	5,49,619.35	6,47,819.76	—	2,80,000.00	1,43,559.00	16,20,998.46	7,500.00	16,28,498.46
6. J.N. Krishi Vidyapith	—	4,750.00	—	—	—	4,750.00	—	4,750.00
7. Jiwaji	1,51,300.00	4,88,600.00	—	5,00,000.00	29,125.00	11,69,025.00	7,500.00	11,76,525.00
8. Ravi Shankar	3,83,197.24	9,78,300.00	—	7,00,000.00	1,95,506.10	22,57,003.34	11,250.00	22,68,253.34
9. Saugar	9,69,903.36	13,45,190.33	4,09,250.00	6,00,000.00	4,18,852.76 *17,993.38	37,43,196.45 *17,993.38	12,000.00	37,55,196.45 *17,993.38
10. Vikram	5,04,474.19	9,11,800.90	—	6,00,000.00	2,06,324.56	22,22,609.65	3,000.00	22,25,609.65
Total	40,73,044.73	74,06,681.96	4,09,250.00	38,20,000.00	22,93,712.69 *17,993.38	1,80,02,689.38 *17,993.38	41,250.00	1,80,43,939.38 *17,993.38

*By adjustment

Appendix XXV (Contd.)

State								
Universities	A	B	C	D	E	Total	Sec. III	Grand Total
ORISSA								
1. Berhampur	7,73,338.70	14,65,150.00	—	1,00,000.00	18,32,330.54	41,70,819.24	5,000.00	41,75,819.24
					*2,000.00	*2,000.00		*2,000.00
2. Orissa University of Agriculture & Technology	—	—	—	—	—	—	—	—
3. Sambalpur	89,300.00	3,50,550.00	3,22,399.00	1,00,000.00	1,58,172.03	10,20,421.03	15,296.00	10,35,717.03
4. Utkal	8,52,516.25	10,26,153.55	—	4,40,000.00	7,96,058.11	31,14,727.91	46,590.36	31,61,318.27
Total	17,15,154.95	28,41,853.55	3,22,399.00	6,40,000.00	27,86,560.68	83,05,968.18	66,886.36	83,72,854.54
					*2,000.00	*2,000.00		*2,000.00

*By adjustment.

Appendix XXV (Contd.)

State Universities	A	B	C	D	E	Total	Ser. III	Grand Total
PANJAB								
1. Guru Nanak	2,51,500.00	16,68,182.26	—	11,40,000.00	2,15,667.54	32,75,349.80	—	32,75,349.80
					*6,207.75			*6,207.75
2. Panjab	7,75,276.96	14,74,455.65	11,36,023.75	12,20,000.00	18,84,383.93	64,90,140.29	12,000.00	65,02,140.29
3. Panjabi	4,82,082.32	20,35,479.20	—	6,00,000.00	5,07,614.34	36,25,175.86	3,250.00	36,28,425.86
4. Panjab Agricultural	—	66,650.00	—	—	73,014.42	1,39,664.42	—	1,39,664.42
Total	15,08,859.28	52,44,767.11	11,36,023.75	29,60,000.00	26,80,680.23	1,35,30,330.37	15,250.00	1,35,45,580.37
					*6,207.75	*6,207.75		*6,207.75

*By Adjustment.

Appendix XXV (Contd.)

State								
Universities	A	B	C	D	E	Total	Sec. III	Grand Total
RAJASTHAN								
1. Jodhpur	6,82,819.35	14,66,639.82	1,81,839.29	—	1,83,113.10	25,14,471.56	—	25,14,471.56
2. Rajasthan	11,90,838.59	29,59,417.35	—	16,00,000.00	17,73,224.01	75,23,479.95	26,709.66	75,50,189.61
		*10,318.00				*10,318.00		*10,318.00
3. Udaipur	7,82,403.23	10,12,083.70	—	—	1,78,501.38	19,72,988.31	—	19,72,988.31
Total	26,56,061.17	54,38,200.87	1,81,839.29	16,00,000.00	21,34,838.49	1,20,10,939.82	26,709.66	1,20,37,649.48
		*10,318.00				*10,318.00		*10,318.00

*By Adjustment.

Appendix XXV (Contd.)

<i>State Universities</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>Total</i>	<i>Sec. III</i>	<i>Grand Total</i>
TAMIL NADU								
1. Annamalai	4,83,519.86	11,83,305.01	9,11,000.00	—	24,50,663.98	50,28,488.85	—	50,28,488.85
2. Madras	6,36,633.24	47,68,401.21	2,43,021.43	25,42,500.00	21,52,030.12	1,03,42,586.00	2,66,381.04	1,06,08,967.04
3. Madurai	3,54,899.32	22,11,873.30	—	11,20,000.00	13,29,027.60	50,15,800.22	—	50,15,800.22
4. Tamilnadu Agricultural	28,222.65	14,947.32	—	—	—	43,169.97	—	43,169.97
Total	15,03,275.07	81,78,526.84	11,54,021.43	35,62,500.00	59,31,721.70	2,04,30,045.04	2,66,381.04	2,06,96,426.08

Appendix XXV (Contd.)

State Universities	A	B	C	D	E	Total	Sec. III	Grand Total
UTTAR PRADESH								
1. Agra	3,77,000.00	2,41,333.00	—	6,50,000.00	19,466.28	12,87,799.28	8,000.00	12,95,799.28
2. Allahabad	5,83,794.19	23,39,303.04	4,68,000.00	—	6,89,233.40	40,80,330.63	24,141.75	41,04,472.38
3. Avadh	—	—	—	—	—	—	—	—
4. Narendra Deo Univ. of Agriculture & Technology	—	—	—	—	—	—	—	—
5. Bundelkhand	—	—	—	—	—	—	—	—
6. C.S. Azad Univ. of Agriculture & Technology	—	4,800.00	—	—	63,636.35	68,436.35	—	68,436.35
7. Garhwal	25,000.00	79,400.00	—	2,60,000.00	68,257.00	4,32,657.00	—	4,32,657.00
8. Gorakhpur	2,26,540.32 *8,000.00	4,67,324.19	—	15,00,000.00	2,47,350.98	24,41,215.49 *8,000.00	7,200.00	24,48,415.49 *8,000.00
9. G.B. Pant Univ. of Agriculture & Technology	—	9,438.85	1,06,000.00	—	52,834.00	1,68,272.85	6,540.00	1,74,812.85
10. Kanpur	87,800.00	1,25,000.00	—	1,60,000.00	9,000.00	10,81,800.00	—	10,81,800.00

*By Adjustment.

Appendix XXV (Contd.)

State Universities	A	B	C	D	E	Total	Sec. III	Grand Total
UTTAR PRADESH (Contd.)								
11. Kashi Vidyapith	1,84,054.17	—	—	—	1,09,986.36	2,94,040.53	75,000.00	3,69,040.53
12. Kumaon	40,500.00	2,11,521.43	—	—	1,43,682.01	4,00,703.44	2,000.00	4,02,703.44
13. Lucknow	9,13,206.41	12,65,758.07	—	3,00,000.00	2,82,947.04	27,61,911.52	2,000.00	27,63,911.52
14. Meerut	56,409.68	1,11,550.00	—	8,60,000.00	4,81,544.92	15,09,504.60	7,500.00	15,17,004.60
15. Roorkee	2,37,425.13	6,87,872.58	26,59,439.00	—	2,64,931.91	38,49,668.62	7,200.00	38,56,868.62
16. Rohilkhand	—	—	—	—	—	—	—	—
17. Sampurnanand Sanskrit Vishwa-vidyalaya	1,60,403.23	—	—	—	27,500.00	1,87,903.23	—	1,87,903.23
Total	28,92,133.13	55,43,301.16	32,33,439.00	44,30,000.00	24,65,370.25	1,85,64,243.54	1,39,581.75	1,87,03,825.29
	*8,000.00					*8,000.00		*8,000.00

*By Adjustment.

Appendix XXV (Contd.)

State Universities	A	B	C	D	E	Total	Sec. III	Grand Total
WEST BENGAL								
1. Burdwan	3,39,300.00	15,06,924.79	—	5,40,000.00	6,41,327.56	30,27,552.35	5,000.00	30,32,552.35
2. B.C. Krishi Vishwavidyalaya	—	39,500.00	—	—	—	39,500.00	—	39,500.00
3. Calcutta	10,46,308.60	28,22,580.18	8,34,916.67	36,00,000.00	56,59,316.16	1,39,63,121.61	700.00	1,39,63,821.61
		*2,50,000.00				*2,50,000.00		*2,50,000.00
4. Jadavpur	3,17,400.00	4,25,350.00	52,58,110.06	5,000.00	6,29,766.85	66,35,626.91	6,834.96	66,42,461.87
					*800.00	*800.00		*800.00
5. Kalyani	10,07,500.00	14,79,092.72	—	—	6,69,180.16	31,55,772.88	14,044.13	31,69,817.01
6. North Bengal	61,000.00	6,38,027.00	—	2,60,000.00	8,66,814.03	18,25,841.03	10,000.00	18,35,841.03
7. Rabindra Bharati	1,03,807.14	—	—	—	1,14,602.27	2,18,409.41	—	2,18,409.41
					*3,074.73	*3,074.73		*3,074.73
Total	28,75,315.74	69,11,474.69	60,93,026.73	44,05,000.00	85,81,007.03	2,88,65,824.19	36,579.09	2,89,02,403.28
		*2,50,000.00			*3,874.73	*2,53,874.73		*2,53,874.73
Grand Total	4,29,29,211.16	10,07,59,918.14	4,34,58,466.52	4,29,85,000.00	11,06,53,128.14	34,07,85,721.96	9,03,926.85	34,16,89,650.81

*By Adjustment.

APPENDIX XXVI

Statement showing Grants paid to Colleges during the Year 1977-78 (Major Headwise) Under Plan and Section III

<i>Name of the University</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>Total</i>	<i>Sec. III</i>	<i>Grand Total</i>
Central Universities								
1. Banaras	—	—	—	1,19,787.00	3,836.00	1,23,623.00	5,000.00	1,28,623.00
2. Delhi	94,800.00	3,05,600.00	5,95,700.00	50,08,948.65 *3,705.91	88,304.50	60,93,353.15 *3,705.91	85,279.08	61,78,632.23 *3,705.91
3. North Eastern Hill	2,000.00	6,250.00	—	4,58,750.00	18,032.00	4,85,032.00	55,000.00	5,40,032.00
Total	96,800.00	3,11,850.00	5,95,700.00	55,87,485.65 *3,705.91	1,10,172.50	67,02,008.15 *3,705.91	1,45,279.08	68,47,287.23 *3,705.91
State Universities								
ANDHRA PRADESH								
1. Andhra	28,100.00	96,171.64	—	36,08,717.46 *1,964.75	3,12,045.14	40,45,034.24 *1,964.75	1,32,000.00	41,77,034.24 *1,964.75
2. Ormania	3,700.00	1,46,600.00	—	15,28,340.44 *1,846.00	3,06,658.20	19,85,508.64 *1,846.00	20,500.00	20,06,008.64 *1,846.00
3. Kakatia	—	96,350.00	65,000.00	34,895.00	—	1,96,245.00	—	1,96,245.00
4. Nagarjuna	—	5,000.00	—	5,80,000.00	12,860.95	5,97,860.95	14,000.00	6,11,860.95
5. Sri Venkateswara	22,250.00	76,240.32	—	9,19,241.51 *23.00	12,98,893.04	23,16,624.87 *23.00	89,000.00	24,05,624.87 *23.00
Total	54,050.00	4,20,361.96	65,000.00	66,71,394.41 *3,833.75	19,30,467.33	91,41,273.70 *3,833.75	2,55,500.00	93,96,773.70 *3,833.75

*By adjustment.

Name of the University	A	B	C	D	E	Total	Sec. III	Grand Total
ASSAM								
1. Dibrugarh	4,600.00	6,250.00	—	9,73,370.50 *762.50	1,01,337.50	10,85,558.00 *762.50	25,000.00	11,10,558.00 *762.50
2. Gauhati	37,485.00	46,800.00	—	16,34,107.00 *1,210.00	1,21,590.63	18,39,982.63 *1,210.00	70,000.00	19,09,982.63 *1,210.00
Total	42,085.00	53,050.00	—	26,07,447.50 *1,972.50	2,22,928.13	29,25,540.63 *1,972.50	95,000.00	30,20,540.63 *1,972.50
BIHAR								
1. Bhagalpur	8,500.00	48,698.00	—	3,11,952.00	2,36,444.09	6,05,594.09	38,000.00	6,43,594.09
2. Bihar	13,887.10	15,225.00	—	3,88,137.00	17,795.18	4,35,044.28	30,000.00	4,65,044.28
3. Magadh	34,150.00	14,000.00	—	16,51,629.13 *481.50	84,703.77	17,84,682.90 *481.50	15,000.00	17,99,682.90 *481.50
4. L.N. Mithila	3,600.00	8,500.00	—	10,34,811.50 *92.00	1,175.00	10,45,086.50 *92.00	45,600.00	10,93,686.50 *92.00
5. Patna	10,000.00	4,000.00	—	3,30,750.00	—	3,44,750.00	—	3,44,750.00
6. Ranchi	16,000.00	10,450.00	—	13,52,793.00	16,000.00	13,95,243.00	16,500.00	14,11,743.00
7. Rajendra Agricultural	—	—	—	40,000.00	—	40,000.00	—	40,000.00
Total	86,137.10	1,00,873.00	—	51,10,272.63 *573.50	3,56,118.04	56,53,400.77 *573.50	1,45,100.00	57,98,500.77 *573.50

*By adjustment.

Appendix XXVI (Contd.)

State University	A	B	C	D	E	Total	Sec. III	Grand Total
GUJARAT								
1. Gujarat	20,692.76	37,500.00	—	13,61,559.00 *2,586.00	3,19,178.98	17,18,930.74 *2,586.00	7,369.00	17,46,299.74 *2,586.00
2. M.S. Univ. of Baroda	—	—	—	8,000.00	—	8,000.00	—	8,000.00
3. Sardar Patel	4,000.00	—	—	1,09,657.50 *199.50	5,000.00	1,18,657.50 *199.50	6,000.00	1,24,657.50 *199.50
4. Saurashtra	9,325.00	10,000.00	—	2,40,148.75 *418.00	2,16,168.80	4,75,662.55 *418.00	6,000.00	4,81,662.55 *418.00
5. South Gujarat	5,250.00	32,900.00	6,000.00	2,51,471.00 *35.00	1,16,523.53	4,12,144.53 *35.00	9,000.00	4,21,144.53 *35.00
Total	39,267.76	80,400.00	6,000.00	19,70,836.25 *3,238.50	6,56,891.31	27,53,395.32 *3,238.50	28,369.00	27,81,764.32 *3,238.50

*By adjustment.

Appendix XXVI (Contd.)

<i>State</i>								
<i>University</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>Total</i>	<i>Sec. III</i>	<i>Grand Total</i>
HARYANA								
1. Kurukshetra	14,250.00	1,35,332.92	2,419.35	11,19,521.00	3,70,118.76	16,41,642.03	70,853.60	17,12,495.63
2. Maharshi Dayanand	6,900.00	17,750.00	—	2,63,971.81	9,593.59	2,98,215.40	12,500.00	3,10,715.40
Total	21,150.00	1,53,082.92	2,419.35	13,83,492.81	3,79,712.35	19,39,857.43	83,353.60	20,23,211.03
HIMACHAL								
1. Himachal Pradesh	2,500.00	9,500.00	—	2,26,462.76	20,400.00	2,58,862.76	15,000.00	2,73,862.76
Total	2,500.00	9,500.00	—	2,26,462.76	20,400.00	2,58,862.76	15,000.00	2,73,862.76
JAMMU & KASHMIR								
1. Jammu	15,500.00	9,500.00	—	1,07,375.00	—	2,32,375.00	10,000.00	2,42,375.00
2. Kashmir	1,000.00	26,450.00	—	3,61,841.60	11,000.00	4,00,291.60	1,500.00	4,01,791.60
Total	16,500.00	35,950.00	—	5,69,216.60	11,000.00	6,32,666.60	11,500.00	6,44,166.60

Appendix XXVI (Contd.)

State University	A	B	C	D	E	Total	Sec. III	Grand Total
KERALA								
1. Calicut	3,370.00	8,750.00	—	25,15,341.50 *2.50	72,929.29	26,00,390.79 *2.50	87,500.00	26,87,890.79 *2.50
2. Kerala Agricultural	11,100.00	—	—	—	—	11,100.00	—	11,100.00
3. Kerala	—	51,045.01	—	47,22,156.50 *1,056.50	5,34,262.97	53,07,464.48 *1,056.50	1,50,296.97	54,57,761.45 *1,056.50
Total	14,470.00	59,795.01	—	72,37,498.00 *1,059.00	6,67,192.26	79,18,955.27 *1,059.00	2,37,796.97	81,56,752.24 *1,059.00
KARNATAK								
1. Bangalore	3,000.00	52,164.15	—	6,68,596.35 *1,053.50	64,114.06	7,88,274.56 *1,053.50	50,500.00	8,38,774.56 *1,053.50
2. Karnatak	8,500.00	17,496.37	30,000.00	4,84,338.18 *833.50	2,86,861.27	8,27,195.82 *833.50	79,000.00	9,06,195.82 *833.50
3. Mysore	3,000.00	41,875.00	—	9,37,893.96 *3,312.63	1,29,958.00	11,12,726.96 *3,312.63	64,000.00	11,76,726.96 *3,312.63
Total	14,500.00	1,11,535.52	30,000.00	20,91,228.49 *5,199.63	4,80,933.33	27,28,197.34 *5,199.63	1,93,500.00	29,21,697.34 *5,199.63

*By adjustment.

State University	A	B	C	D	E	Total	Sec. III	Grand Total
MAHARASHTRA								
1. Bombay	4,500.00	2,15,382.20	—	19,82,199.00 *5,668.50	6,81,832.86	28,83,914.06 *3,668.50	28,890.40	29,12,804.46 *5,668.50
2. Marathwada	23,000.00	75,150.00	—	16,65,576.50 *1,075.00	1,17,993.32	18,81,719.82 *1,075.00	74,939.40	19,56,659.22 *1,075.00
3. Nagpur	25,000.00	25,800.00	—	11,43,841.08 *3,040.23	2,43,475.64	14,38,116.72 *3,040.23	53,750.00	14,91,866.72 *3,040.23
4. Poona	2,61,800.00	71,080.00	—	28,74,383.07 *2,269.50	10,45,360.17	42,52,623.24 *2,269.50	86,000.00	43,38,623.24 *2,269.50
5. S.N.D.T. Women's	—	—	—	14,576.75	45,000.00	59,576.75	—	59,576.75
6. Shivaji	7,250.00	68,020.00	—	9,23,466.50 *335.00	1,42,326.29	11,41,062.79 *335.00	97,500.00	12,38,562.79 *335.00
Total	3,21,550.00	4,55,432.20	—	86,04,042.90 *12,388.23	22,75,988.28	1,16,57,013.38 *12,388.23	3,41,079.80	1,19,98,093.18 *12,388.23

*By adjustment.

Appendix XXVI (Contd.)

State University	A	B	C	D	E	Total	Sec. III	Grand Total
MADHYA PRADESH								
1. A.P. Singh	9,800.00	38,950.00	—	7,46,290.07 *30.00	90,021.39	8,85,061.46 *30.00	8,419.25	8,93,480.71 *30.00
2. Bhopal	5,816.13	1,36,041.93	14,000.00	5,60,461.00 *390.00	97,999.68	8,14,338.74 *390.00	10,000.00	8,24,338.74 *390.00
3. Indore	35,591.75	44,403.23	10,116.67	4,96,504.00	83,775.15	6,70,390.80	52,000.00	7,22,390.80
4. Jabalpur	—	86,500.00	7,000.00	5,73,213.53 *57.00	63,219.60	7,29,933.13 *57.00	10,000.00	7,39,933.13 *57.00
5. Jiwaaji	2,500.00	40,300.00	—	11,33,634.78 *1,539.00	47,743.84	12,24,178.62 *1,539.00	18,000.00	12,42,178.62 *1,539.00
6. Ravi Shankar	1,250.00	29,400.00	—	7,42,918.57 *433.15	46,730.10	8,20,298.67 *433.15	34,000.00	8,54,298.67 *433.15
7. Saugar	500.00	36,300.00	—	7,14,650.23 *18.50	87,400.00	8,38,850.23 *18.50	28,000.00	8,66,850.23 *18.50
8. Vikram	16,439.57	35,750.00	—	14,12,457.68 *35.10	1,11,800.17	15,76,447.42 *35.10	51,000.00	16,27,447.42 *35.10
Total	71,897.45	4,47,645.16	31,116.67	63,80,149.86 *2,502.75	6,28,689.93	75,59,499.07 *2,502.75	2,11,419.25	77,70,918.32 *2,502.75

*By adjustment.

Appendix XXVI (Contd.)

State University	A	B	C	D	E	Total	Sec. III	Grand Total
ORISSA								
1. Berhampur	2,000.00	49,682.90	—	2,97,695.50	1,00,527.77	4,49,906.17	15,000.00	4,64,906.17
				*17.50		*17.50		*17.50
2. Sambalpur	17,750.00	30,200.00	—	8,22,844.50	37,557.02	9,08,351.52	28,500.00	9,36,851.52
				*294.50		*294.50		*294.50
3. Utkal	35,800.00	1,55,000.00	—	11,79,579.76	3,67,925.34	17,88,305.10	39,000.00	17,77,305.10
				*57.50		*57.50		*57.50
Total	55,550.00	2,34,882.90	—	23,00,119.76	5,06,010.13	30,96,562.79	82,500.00	31,79,062.79
				*369.50		*369.50		*369.50

PUNJAB

1. Guru Nanak Dev	7,650.00	28,931.32	—	9,99,414.00	5,80,989.91	16,16,985.23	55,500.00	16,72,485.23
2. Punjab	5,000.00	99,633.23	—	12,13,327.50	2,16,900.48	15,34,861.21	52,500.00	15,87,361.21
3. Punjabi	—	—	—	5,47,465.00	25,094.35	5,72,560.35	26,500.00	5,99,060.35
Total	12,650.00	1,28,564.55	—	27,60,207.50	8,22,984.74	37,24,406.79	1,34,500.00	38,58,906.79

*By adjustment.

Appendix XXVI (Contd.)

State University	A	B	C	D	E	Total	Sec. III	Grand Total
RAJASTHAN								
1. Jodhpur	—	8,150.00	—	45,750.00	—	53,900.00	—	53,900.00
2. Rajasthan	35,140.00	2,18,990.77	—	32,95,940.40 *10,043.25	3,97,984.99	39,48,056.16 *10,043.25	1,11,448.29	40,59,504.45 *10,043.25
3. Udaipur	3,000.00	6,000.00	—	2,68,878.82 *48.89	—	2,77,878.82 *48.89	27,023.40	3,04,902.22 *48.89
Total	38,140.00	2,33,140.77	—	36,10,569.22 *10,092.14	3,97,984.99	42,79,834.98 *10,092.14	1,38,471.69	44,18,306.67 *10,092.14
TAMIL NADU								
1. Madras	80,117.74	5,38,881.13	11,483.87	57,35,795.35 *834.00	11,70,008.83	75,36,286.92 *834.00	76,660.00	76,12,946.92 *834.00
2. Madurai	23,500.00	1,16,514.75	—	9,32,359.50 *25.00	7,13,456.29	17,85,830.54 *25.00	40,000.00	18,25,830.54 *25.00
Total	1,03,617.74	6,55,395.88	11,483.87	66,68,154.85 *839.00	18,83,465.12	93,22,117.46 *859.00	1,16,660.00	94,38,777.46 *859.00

*By adjustment.

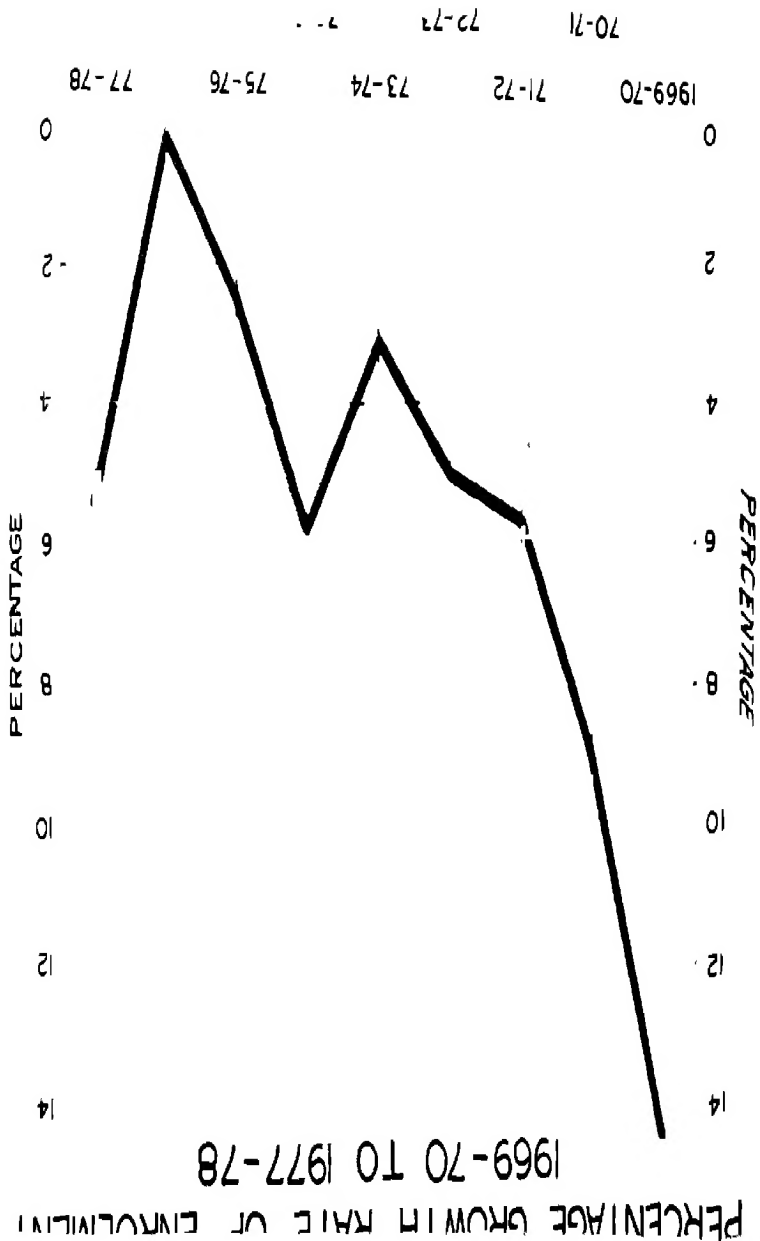
State University	A	B	C	D	E	Total	Sec. III	Grand Total
UTTAR PRADESH								
1. Agra	60,561.99	3,13,895.89	—	11,78,009.03 *192.50	2,38,225.42	17,90,692.33 *192.50	18,400.00	18,09,092.33 *192.50
2. Allahabad	1,000.00	91,960.00	—	2,46,271.00 *794.00	2,43,426.34	5,82,657.34 *794.00	5,000.00	5,87,657.34 *794.00
3. Avadh	10,300.00	56,400.00	—	8,27,925.00	54,898.79	9,49,523.79	14,500.00	9,64,023.79
4. Bundelkhand	20,800.00	21,300.00	—	4,58,834.00	1,25,080.55	6,26,014.55	24,000.00	6,50,014.55
5. Garhwal	2,916.13	50,250.00	—	1,20,265.00	70,268.11	2,43,699.24	—	2,43,699.24
6. Gorakhpur	32,000.00	1,72,042.86	—	30,75,849.43 *426.00	72,583.59	33,52,475.88 *426.00	44,881.00	33,97,356.88 *426.00
7. Kanpur	21,154.84	1,36,450.00	31,000.00	11,61,497.35 *19.00	3,64,349.10	17,14,451.29 *19.00	24,050.00	17,38,501.29 *19.00
8. Kumaon	2,500.00	37,500.00	—	71,750.00	53,399.83	1,67,139.83	3,750.00	1,70,889.83
9. Lucknow	7,500.00	27,000.00	—	2,72,178.00	1,84,854.95	4,91,532.95	10,000.00	5,01,532.95
10. Meerut	37,269.35	3,56,141.58	—	21,21,863.08 *678.50	11,38,371.00	36,53,645.01 *678.50	28,872.86	36,82,517.87 *678.50
11. Rohilkhand	24,250.00	1,11,450.00	—	10,37,394.25	2,02,924.15	13,76,018.40	18,750.00	13,94,768.40
Total	2,20,252.31	13,74,390.33	31,000.00	1,85,71,836.14 *2,110.00	27,50,371.83	1,49,47,850.61 *2,110.00	1,92,203.86	1,51,40,054.47 *2,110.00

*By adjustment.

Appendix XXVI (Contd.)

State University	A	B	C	D	E	Total	Sec. III	Grand Total
WEST BENGAL								
1. Burdwan	15,100.00	99,865.00	—	8,23,059.50 *491.00	1,36,303.39	10,74,327.89 *491.00	50,268.00	11,24,595.89 *491.00
2. Calcutta	2,08,775.00	3,05,517.05	—	14,23,722.25 *5,865.50	4,64,213.91	24,02,228.21 *5,865.50	10,449.56	24,72,677.77 *5,865.50
3. Jadavpur	—	—	—	1,14,000.00	—	1,14,000.00	—	1,14,000.00
4. North Bengal	6,500.00	53,900.00	—	3,01,842.00 *1,271.00	51,546.61	4,13,788.61 *1,271.00	—	4,13,788.61 *1,271.00
Total	2,30,375.00	4,59,282.05	—	26,62,623.75 *7,627.50	6,52,063.91	40,04,344.71 *7,627.50	1,20,717.56	41,25,062.27 *7,627.50
Grand Total	14,41,492.36	53,25,132.25	7,72,719.89	7,70,170,69.68 *55,531.91	1,46,91,174.18	9,92,45,787.77 *55,531.91	25,47,950.81	10,17,93,738.57 *55,531.91

*By adjustment.



ANNUAL INCREASE IN COLLEGES ARTS, SCIENCE, & COMMERCE 1969-70 TO 1977-78

